FONTANA LIBRARY & RESOURCE TECHNOLOGY CENTER

Community Needs Assessment

I. Executive Summary – Needs Assessment

The Needs Assessment revealed that the needs of the Fontana service area cannot be met in the present temporary facility of 20,000 square feet. Only by the construction of a new 92,603 square foot Fontana Library and Resource Technology Center (with 84,042 dedicated to public library use) will Fontana residents of all ages be able to meet their needs for a broad spectrum of learning opportunities and state-of-the-art technology.

Methodology

The Fontana Library Planning Committee and its consultants involved a wide range of stakeholders in the planning process for the new Library, in order to assess the community's library service and facility needs. Library patrons, students, school personnel, local school district administrators, Library staff, City staff, local service organizations, and other residents all participated in the Needs Assessment. Public participation efforts included numerous surveys (some general and some targeted). In addition, several formal focus groups and informal discussions were conducted with stakeholder groups, and key informant interviews were held with representatives from school districts, the Library, a community college, and business groups. Stakeholders expressed a wide range of library needs in the surveys, focus groups, and interviews.

Community Analysis

Fontana's population has nearly quadrupled over the past 20 years and is projected to reach 215,937 residents by 2020, representing a 67% increase over the 2000 population. The Hispanic population rose from 36% in 1990 to 58% in 2000. A large number of new residents are school-age children. During the past 20 years, Fontana schools have seen a 183% increase in enrollment between 1980 and 2000. In addition, according to 2000 Census data, children under 18 represented 38% of the population. With projected growth of the school population to reach close to 71,000 students by 2020, the City's existing school libraries and facilities will be inadequate to meet the growing demand for supporting student academic achievement. Currently library space equals an inadequate 0.17 square feet per person.

Community Characteristics

Fontana was founded in 1913 as a primarily agricultural town. In 1942, a steel mill was established that was the City's primary source of employment until the mid-1980's. The closure of the steel mill devastated the local economy, but in recent years, the search for affordable housing and renewed economy has brought mainly younger families to Fontana. Downtown Fontana is in the middle of major renovations and the City is re-creating the area as an historic Civic Center. The Civic Center, where the new Library will be built, serves as the governmental, geographic, and historic center of the City. In a City where few of the public buildings have been renovated or updated since the 1960s, the revitalization of the Civic Center and downtown Fontana symbolize a milestone in the City's modern development. The new Library will serve as a major resource in Fontana.

Service Needs

The Community Needs Assessment findings, combined with the demographic and

school data, reveal the need for a much larger library for Fontana service area residents, one with an expanded collection and more services and programs for different population groups. According to needs described by Fontana's diverse stakeholders (children, teens, adults, seniors, people with disabilities, parents, and limited English-speakers), the community's strongest overall needs are for:

- a larger library with more computers and Internet access,
- more books and other materials,
- more quiet areas,
- homework help for students,
- more literacy classes and tutoring, and
- additional computer classes and assistance.

K-12 Student Needs

Fontana has large percentage of student English learners and low-performing schools. Thirty-five percent of students are English learners. Moreover, 54% of students were socio-economically disadvantaged. The vast majority of Fontana schools scored in the lower half (less than 5) in API score rankings. Fontana students have a strong need for literacy programs and homework assistance. Participants in the Community Needs Assessment also expressed a resounding need for homework assistance for service area students. Fontana student test scores (which are lower than the State average), and their growing population, indicate a need for the new Library to support the curriculum of the Fontana Unified School District. An estimated 35% of the Fontana's students are English learners who will require English literacy skills support. In response, the Library will collaborate with the Fontana Unified School District to operate a Homework Center, two Homework Clubs, computer and internet training for students, and various basic literacy and English learning programs.

Space Needs

The current collection at the temporary library facility includes 77,353 items, which represents an inadequate 0.79 materials per capita, based on a population of 145,800 and the other service area branch collection (Kaiser Library). The Community Needs Assessment documented a nearly unanimous demand for a larger library with a larger collection of books, multimedia, and periodicals. The new Library will have a collection size 231% greater than the current one, raising the per capita rate to 2.3 per person (an increase of nearly 191%). The new Library will be much larger than the temporary library, with 84,042 square feet dedicated to public library use, to accommodate community needs.

In response to Fontana's growing general population and findings from the Needs Assessment, the new Library will provide expanded areas for children and teens, add a significant amount of new seating, and house 252 computers located throughout the Library, 25 of which will feature Spanish-language programs. Staffing levels will rise in order to reflect the expanded collections, space, and services. As justified by the Needs Assessment and input by many community stakeholders, the new Library will provide community spaces such as meeting rooms, and an auditorium, more study rooms and quiet areas, and improved access for physically challenged patrons.

II. Needs Assessment Methodology

A. EXECUTIVE SUMMARY

Between January 2000 and April 2003, Library planners conducted a Community Needs Assessment to identify priority Library needs from the Fontana community and its diverse stakeholder groups. Library planners conducted a series of surveys, focus groups, and key informant interviews to ensure that everyone in the community had an opportunity to provide input into the planning for the new Library.

During 2001-02, planners developed and implemented (as part of a countywide Needs Assessment process for the San Bernardino County Library Master Plan), a general survey, mail survey, student survey, school personnel survey, and an online survey. More recently, planners conducted a sixth survey in early 2003 of Spanish-speaking library patrons. The Needs Assessment surveys asked the following stakeholders about their current uses of the Library and their needs for a new Library:

- Fontana residents, both users and non-users of the Library
- Businesses and business groups, including the Hispanic Chamber of Commerce
- Students
- Teachers and other school personnel
- Senior citizens
- Community groups
- Parents
- People with disabilities
- The limited-English, Spanish-speaking population
- Users of the San Bernardino County Library website

County Library staff conducted a total of 12 focus groups, plus five informal (documented) discussions, during 2000 and 2001. Library planners wanted to ensure they received input from Fontana's many stakeholder groups. In addition to appeals to the general public to participate in the focus groups, planners conducted targeted outreach to solicit the participation of special groups of community stakeholders. In addition to focus groups held at the International Day Festival, County Library staff formed the following groups:

- Mixed Adults Focus Group
- Young Adults Focus Group (aged 13-17);
- At-risk Youth Focus Group
- Two Seniors Focus Groups
- Business Community Focus Group
- Physically and Mentally Challenged Focus Group

Library planners held the five informal discussions at meetings of the Fontana Rotary Club, the Fontana Women's Club, the Fontana Hispanic Chamber of Commerce, and the Fontana Historical Society, and at International Day Festival, a community event. In addition to the focus groups above, Focus groups or informal discussions about the Library and Library needs were conducted with the following stakeholder groups:

- Parents
- Low-income adults
- Limited-English Spanish speakers
- Service club members
- Business group members
- The local historical society

In addition, County Library staff held twenty one-on-one, key informant interviews with School District superintendents and other administrators, Fontana Branch Library personnel, and the chair of the Latino Business Alliance.

The planning process began with a review of relevant literature, including a 1991 survey, parts of the County Library 2001 Master Plan, 2000 census data, school test score data, and other documents. Key findings from the literature review, the surveys, focus groups, informal discussions, and key informant interviews revealed some of the following top uses of the temporary Library:

- To borrow books
- To borrow videos
- To borrow CDs
- To study or do homework
- To read
- To conduct research for personal, business, career, or school purposes
- To attend classes or special programs

Survey respondents, focus groups participants, and key informants frequently mentioned the following needed Library improvements:

- A larger library
- More computers
- More Internet access
- More books and other materials, including Spanish-language materials
- More computer training and assistance
- Homework assistance
- Expanded literacy classes and tutoring
- Expanded reference materials and resources, including electronic and online, for school and business purposes
- More open hours, especially on Sunday
- More study rooms and quiet areas
- Additional parking facilities
- Better access for physically challenged patrons
- More programs/special areas for children and teens
- Space for meetings
- Expanded history and genealogy resources

The strongest consensus needs cited by the various stakeholders were for a larger library with more computers and Internet access, more books and other materials, more quiet areas, homework help for students, and more literacy classes and tutoring.

B. COMMUNITY NEEDS ASSESSMENT METHODS

1. OVERVIEW

In early 2000, a Fontana Library Planning Committee was created with representatives from the City of Fontana, the San Bernardino County Library, the five K-12 school districts in Fontana, one special high school district, and other community members. The Planning Committee was assigned with the charge of launching a community planning process for a new Fontana Library and Resource Technology Center.

The Committee determined it needed to collect input from all aspects of the diverse, urban city. With help from library planning consultants, the Fontana Library Planning Committee developed strategies for identifying the community's library needs. The methods selected were: review of existing literature and data (including prior community needs research), print and electronic surveys, focus groups, informal discussions, and key informant interviews.

These research methods were designed to reach the following stakeholders: students, teachers, seniors, community and special interest groups, businesses, local government and school representatives, Spanish-speakers, people with disabilities, parents, low-income adults, at-risk youth, community partners, frequent and occasional library users, non-users of the library, and library staff.

The Library Planning Committee conducted the Community Needs Assessment research between Fall 2000 and Summer 2001 that included:

- Literature review of past needs assessment data and other information sources;
- Six surveys, including five paper surveys and one online survey;
- Twelve focus groups
- Five informal discussions; and
- Twenty key informant interviews.

2. LITERATURE REVIEW

Before launching into extensive primary data collection, Committee members reviewed data from a Community Needs Assessment process conducted in 1991 and read existing information on library use and the community in general. Among others, the documents reviewed included:

- Findings resulting from a 1991 survey of library users on library services and a series of community meetings;
- The San Bernardino County Library Master Plan, including the facility and collections assessments of the old Fontana Library building;

- U.S. Census and other demographic data;

- School district data, including API test scores and English-language ability; and

- Local newspaper articles about the old Fontana Library.

3. SURVEYS

A total of six surveys were conducted. During 2001-02, four written surveys and an online survey were developed and implemented as part of a countywide library needs assessment process for the San Bernardino County Library Master Plan. Those surveys were: 1) a mailed residents survey; 2) a general survey of library users and non-users; 3) a survey of Fontana school students in grades 6-12; 4) a survey of Fontana school personnel; and 5) an online survey of users of the County Library's website. More recently, a sixth survey was conducted in early 2003 of Spanish-speaking library patrons.

a. Mailed Residents Survey

A short survey questionnaire about library uses and needs was mailed to the approximately 38,000 households in the City of Fontana, as part of the City's Fall 2000 newsletter. Approximately 270 responses were received.

b. General Survey of Fontana Library Users and Non-users

In early 2001, a slightly different survey, designed to capture the current uses and unmet needs of both library users and non-users, was distributed and collected at the following locations:

- Old Fontana Library facility (no longer in use)
- Fontana City Hall
- Cypress Community Center
- Don Day Community Center
- Miller Community Center
- Jack Bulik Community Center
- Josephine Knopf Senior Center
- Fontana Chamber of Commerce

In addition, bilingual Spanish-English staff from the City and County Library made presentations at community special events where they distributed and collected surveys. Among the 2000-2001 events were:

- Family Fun Night and Open House: attended by a broad cross-section of the community;

- International Day Festival: attended primarily by Hispanic residents of Fontana (the majority population);

- Christmas Celebration: attended by a broad cross-section of the community;

- Black History Parade: attended by a broad cross-section of the community;

- Fontana Days: attended by members of the Fontana Historical Society and other local history buffs and community members;

- Police Department Citizen's Academy: attended by Police Department personnel and community members interested in public safety; and

- Fontana Red Ribbon Breakfast, attended by Police Department personnel and community members interested in the fight against drug abuse.

The same City and County Library staff also attended regularly scheduled meetings of several community groups to hand out and collect surveys. These meetings included those of:

- Cypress Club Association for the Advancement of Retired Persons (AARP)
- Josephine Knopf Seniors
- Fontana Youth Council
- Fontana Area Chamber of Commerce
- Fontana Regional Hispanic Chamber of Commerce
- Fontana Women's Club
- Friends of the Library
- Rotary Club
- City Planning Commission

Participants at the various meetings and events included teens, young adults, limited-English speaking individuals, seniors, local business representatives, parents, service organization members, and civic leaders. County staff also visited an assisted living facility in Fontana for mentally and physically challenged individuals. At a few of these venues, City and County staff not only made presentations and collected surveys, but also led informal discussions with participants and recorded their ideas and concerns about the library (further detailed under the section on Focus Groups).

Finally, requests to complete the general survey were made in English and Spanish via local access television and other media. Information about the survey and locations where it could be found was included.

c. Survey of Fontana Students in Grades 6 – 12

The student survey was distributed in all 12 middle and high schools of the Fontana Unified School District, with the cooperation of the District. It was also available at the old Fontana Library facility (the Library since moved to a temporary, leased facility), City Hall, and the four community centers listed above (Cypress Community Center, Don Day Community Center, Miller Community Center, and Jack Bulik Community Center).

d. School Personnel Survey

A survey of school personnel was distributed in all 13 middle and high schools of the Fontana Unified School District, again, with the cooperation of the District.

e. Online Survey of County Library Website Users

The purpose of the online survey was to assess current use of and satisfaction with both the County Library's website as well as with in-person services at all County Library branches. It was on the County Library's website for a two-week period in early 2001 and reached website users.

f. Spanish-speaking Library Users

This purpose of the Spanish-language questionnaire was to document Spanish-speaking patrons' reading preferences and current reasons for visiting the library. It was available at the old Fontana Library facility in early 2003.

4. FOCUS GROUPS

A total of 12 focus groups, plus five informal (documented) discussions, were conducted during 2000 and 2001. Library planners wanted to ensure they received input from Fontana's many stakeholder groups. In addition to appeals to the general public to participate in the focus groups, targeted outreach was conducted to solicit the participation of special groups of community stakeholders, including:

- Local business owners, including Spanish-language speakers
- Young adults
- At-risk youth
- People with disabilities and their caregivers
- Senior citizens
- Parents
- Low-income adults
- Hispanics/Latinos
- Service club members

Led by bilingual Spanish-English City or County Library staff, the following focus groups were held during 2000-2001:

- Mixed Adults Focus Group, with 25 library users and non-users, at the old Fontana Library facility;

- Young Adults Focus Group, led by the Young Adult Librarian at the old Fontana Library, with 17 adolescents (aged 13-17);

- At-risk Youth Focus Group, at the Ujima Family Counseling Center, with 12 participants;

- Two Seniors Focus Groups, with a combined total of 57 participants, at the Josephine Knopf Senior and Jack Bulik Community Centers;

- Business Community Focus Group, with 51 business representatives held at Sierra Lakes Country Club (participants also completed the written general survey); and

- Physically and Mentally Challenged Focus Group, 8 participants at the old Fontana Library facility.

Several focus groups were held in September 2000 at the "Family Fun Night and Open House" at the old Fontana Library facility. (The Library recently moved to a temporary leased facility.) The City and County Library conducted extensive publicity for the event (including a notice in the Spanish language newspaper, *La Opinion)* and succeeded in attracting more than 1,000 Fontana residents, a majority of whom were Hispanic. Five breakout sessions, or informal focus groups, were facilitated to solicit input on library needs and feedback on early proposals for the new Fontana Library. Separate focus groups were held for adults and teens. Well-planned activities for children permitted parents to spend time evaluating and discussing potential library services.

5. INFORMAL DISCUSSIONS

Five informal (documented) discussions, were conducted during 2000 and 2001. Informal discussions were held at meetings of the Fontana Rotary Club, the Fontana Women's Club, the Fontana Hispanic Chamber of Commerce, and the Fontana Historical Society, and at International Day Festival, a community event.

6. KEY INFORMANT INTERVIEWS

Twenty one-on-one, key informant interviews were held with the following people:

From the schools districts serving Fontana:

- Dr. Karen Harshman, Superintendent, Fontana Unified School District
- Mike Bement, Director of Media & Public Information, Fontana Unified School District
- Robert. C. Owen, Assistant to the Superintendent/Technology, Fontana Unified School District
- Claudia Maidenberg, Assistant Superintendent, Cucamonga School District
- Dr. Michael Brown, Assistant Superintendent, Rialto Unified School District
- Dr. Pat Gopperton, Assistant Superintendent, Colton Unified School District
- John L. Golden, Superintendent, Etiwanda School District
- Dr. Susan Sundell, Director, Chaffey Joint Union High School District
- Duneen De Bruhl, Director of Curriculum and Instruction, Colton Joint Unified School District

From the local community college:

- Christine Willis, Dean of Business and Applied Technology, Chaffey College

From the Fontana Library:

- Renee Lovato, Fontana Library Manager
- Kathy Shaw, Children's Librarian, Fontana Library
- Mary Ann Jensen, Young Adult Specialist, Fontana Library
- Evalia Sandoval, Reference Specialist, Fontana Library
- Kim Correll, Reference Specialist, Fontana Library
- Martha Molina, Public Service Employee, Fontana Library
- Crystal Munoz, Public Service Employee, Fontana Library
- Georgette Park, Public Service Employee, Fontana Library

From the County Library:

- Susan Ham, Regional Manager, San Bernardino County Library

From the Fontana Latino Business Alliance:

- Linda Gonzales, Chair

C. INITIAL RESEARCH FINDINGS

1. FROM THE LITERATURE REVIEW

a. Report on the 1991 Survey and Community Meetings

In 1991, the City of Fontana applied for funding through the California Library Construction and Renovation Bond Act. As part of planning for that application, patrons of the old Fontana Library facility were asked to complete a written questionnaire on library service. Seventy-two percent (72%) of respondents indicated that the old library facility was too small; 80% said more books and other library materials were needed; 80% supported the City's efforts to seek outside library funding; and 65% indicated a willingness to pay additional taxes for improved library services.

The City Council also held three public meetings that were well attended by community representatives who voiced support for better library services. In addition, several meetings took place between the County Librarian and Friends of the Fontana Library, a 25-year-old community group. Input was solicited in particular from business and professional organizations, as well as the Fontana Planning Department, Chaffey Community College, and the Fontana Unified School District.

Findings from the surveys and meetings were unanimous in expressing strong support for construction of a new main library building (at the time, a 60,000 square foot facility was recommended) and two new neighborhood libraries. Since that time, no new main library has been built, although one co-located neighborhood library now exists in southern Fontana. The temporary library facility, explained further in the Community Analysis section, is still inadequate in its larger 20,000 square foot facility, although slightly improved from its old 1963 facility (13,750 square feet).

b. San Bernardino County Library Master Plan

As part of a county-wide master plan, the County Library hired a library planning consulting firm, Providence Associates, in late 2000. The consultants conducted an on-site assessment of the facilities, collections, and services of each of the County branch libraries and made recommendations for upgrading them. It found that the vast majority of branch libraries were out-of-date and in other ways inadequate to meet the growing population's demand for library materials, services, and programs. Providence made a series of recommendations to address the identified needs and rank-ordered them into three tiers, based on urgency. Because of Fontana's rapid population growth and its heavily over-used, ill-equipped, and under-stocked old Library facility, the consultants ranked the complete replacement of the Fontana Library (with at least a 100,000 square foot facility) as a "Tier 1—First Priority" project. Tier 1 projects were recommended to be completed no later than 2005.

c. Census and School District Data

This data will be discussed in Section III D. Demographic Profile.

d. Local Press Reports

The Fontana Herald News, *The San Bernardino County Sun*, *The Daily Bulletin, La Opinion*, and *Riverside Press Enterprise* newspapers printed interviews of teachers, students, parents, community leaders, elected officials, and local Library staff, all of which highlighted the shortcomings of the old Fontana Library facility, equipment, and collections. The articles mentioned the run-down condition of the former facility that handled 1,200 to 1,500 transactions a day. The papers also found that the Library's limited technology programs were so over-subscribed that the staff often felt overwhelmed. The take-home message from these press articles was that students and residents of Fontana needed a new library to better serve the local community.

2. FROM THE SURVEYS

As stated previously, there were five written surveys and one online survey. Findings from each survey are presented below. Data from the online survey represent county-wide responses. Findings from the other surveys have been disaggregated and reflect only the responses collected in Fontana.

a. Mail Survey

The approximately 270 responses to the mailed survey revealed that Fontana residents' top uses of the old Fontana Library were:

- to do homework (64%)
- to do research or get help from the librarians (56%)
- to study or read (51%)
- to use the computer (31%)
- and to gain Internet access (26%).

When asked what services, features, or programs a new library should provide, respondents indicated the following respondents most often:

- more books (a resounding 91%)
- a larger facility (85%)
- more computers (71%)
- a site near public transportation (69%)
- more parking (65%)
- a homework center (61%)
- more study rooms (59%)
- a literacy lab (54%) and
- a bookstore (42%).

b. General Survey

There were 900 valid responses to the general survey. Respondents included all types of residents (both library users and non-users). The general survey revealed that a large majority of respondents (81%) used the old Fontana Library regularly – for a wide range of reasons.

Primary uses were to:

- borrow books (76%)
- borrow videos (39%)
- gain Internet access (29%)
- complete homework (26%)
- study or read (25%) and
- conduct research (23%)

Respondents indicated a strong need for:

- a larger library (82%)
- open hours on Sunday afternoon (31%)
- more books and materials (52%)
- more computers (46%)
- more study rooms (38%)
- more Internet access (33%), and
- a homework center (28%).

c. Student Survey (grades 6-12)

The 413 respondents to the student survey could indicate one or more library resources that they used or felt were needed. In general, the survey revealed high and regular student use of the old Fontana Library, mostly to borrow books (65%). Other frequent uses were to complete homework (40%) and gain Internet access (33%). A large percentage of student survey respondents (60%) attended nearby Fontana Middle School.

Respondents said they wanted:

- more music CDs (50%)
- more computers (48%)
- more books (42%)
- more videos (35%)
- more Internet access (32%)
- more quiet study rooms (24%)
- and a homework center (30%)

d. School Personnel Survey

The vast majority of the 74 respondents to the school personnel survey (91%) were teachers. The balance represented administrators, clerks, counselors, and librarians. Not surprising, these survey responses showed less frequent library use than students: Fifty-nine percent indicated 1-5 times a year, while 38% said they use the library 1-5 times a month. They also indicated a preference for personal uses of the library rather than school-related uses (45% compared to 21%).

For their students, respondents indicated a need for:

- more Internet access (52%)
- tutoring by volunteers or peers (53%)
- a computer lab (45%)
- a homework center (45%)
- and a literacy center (43%)

For general library patron use, school personnel recommended more public computers with Internet access (50% for each item), as well as more books (45%).

e. Countywide Online Survey of Library Website Users

Of the 119 responses to the online survey, 38% said they were very satisfied with the in-person services, while 24% said they were somewhat satisfied. These survey respondents indicated they would like to see at the County branch libraries:

- more books (45%)
- more open hours (33%)
- more public computer terminals (29%)
- a larger building (29%)
- and more public printers (24%)

f. Spanish-speaking Library Users

The 128 respondents to this survey could check one or more reasons why they visited the old Fontana Library. Fifty-two percent indicated their main use of the library was to check out books, while 36% said their main reason was to check out videos. Other common reasons to visit the library were to: read books (27%), use the computer (25%), and study or do homework (22%). Sixty-five percent of respondents said they spoke

Spanish at home. Sixty-one percent said they prefer to read in Spanish while 19% said they prefer to read in English.

This survey also documented the reading preferences and popular research topics of Spanish-speaking respondents. Almost 58% of respondents said they read both Hispanic authors in Spanish and English translations. The main topics these patrons indicated they came to the old Fontana Library seeking information were (in order):

- computers (45%)
- animals (43%)
- history (40%)
- the English language (35%)
- health (34%)
- and cooking (31%)

3. FROM THE FOCUS GROUPS

a. Mixed Adults Focus Group

Participants' key uses of the old Fontana Library were to: read and do research for school and college assignments, research personal interests, use the computer, and to attend special programs (e.g., children's story times, guest speakers on teen topics, and author readings) and on-going literacy programs.

Among the old Fontana Library's weaknesses cited were:

- it is too small and there's not enough parking
- it is not open enough hours
- insufficient space for private literacy tutoring
- and not enough resources available in both hard copy and electronic format (e.g., biographies, research databases, journals, and academic texts)

Among the changes or improvements these adults would like to see were:

- more ESL books including materials for ESL testing preparation
- day-time ESL classes; more open hours, including on Sundays
- more meeting rooms for community groups
- bigger parking area
- food
- a separate computer area for younger teens
- filtering of Internet content
- a children's center with computers, computer training, visual aids, and picture books
- a large-print collection (for seniors and the visually impaired)
- a room for history and genealogy research
- audio books
- book reading groups
- and an area for book sales (such as a used book shop)

b. Young Adults Focus Group:

Key library uses of the young adult focus group participants were: computer and Internet use; reading; and homework including group projects.

Commonly cited weaknesses of the old Fontana Library were:

- insufficient and poor-quality computers
- inadequate Internet access
- and not enough history and other non-fiction books and journals needed for classroom assignments

Among the changes or improvements this group would like to see at the library were (in no particular order):

- a day care center separate from the children's room where volunteers could baby-sit
- more toys and games
- displays of student projects (e.g., science projects)
- more computer help; an outside reading area
- an eating area
- a study room
- meeting rooms for group projects
- music room
- more staff
- more magazines
- a homework center with peer tutoring
- and children's games and story times

c. At-risk Youth Focus Group

The 12 participants of this group expressed a need for: homework assistance, kind treatment, help with computers and the Internet, and assistance with reading skills.

d. Seniors Focus Groups

A total of 57 participated in the two seniors focus groups.

Primary concerns raised were:

- seniors' vision problems and the need for large-print books
- books on tape
- Braille Institute materials and equipment and training on how to use them
- computers and training
- and more content for history and genealogy research

Seniors also expressed concerns about families and youth who needed a safe place to be, computers with Internet filters, and homework assistance.

e. Business Focus Group

This group of local business owners and business community representatives voiced needs for:

- business reference resources both online and in the library
- computer training and reading/literacy classes for students and adults (to improve workers' skill levels and performance)
- meeting rooms, large and small, for seminars and community events
- and career information for students and adults

f. Physically/Mentally Challenged Focus Group

For the 8 attendees of this focus group, key concerns were the needs for: better wheelchair access to and within the library, assistance using the computers, and more magazines.

g. Family Fun Night Focus Groups

There were a total of 213 participants in the five informal focus groups at this well-attended event, all of which were facilitated by bilingual English-Spanish City and County Library staff. These focus groups included ones for mixed stakeholders, including adults and teens.

The primary library concerns mentioned were:

- need more seating
- more parking
- more computers
- Internet access
- computer training
- computers with Spanish language access
- more books (some in Spanish and for homework assignments)
- more videos
- more teen activities and children's programs
- teach kids to read
- help adults improve their English
- provide homework assistance
- and be open more hours

Most participants voiced a preference for the proposed Civic Center site for the new library because of its central location and transit accessibility.

4. FROM INFORMAL DISCUSSIONS

a. International Day Festival Informal Discussion

The predominantly Hispanic attendees of this community event shared their concerns about library services and what they would most like to see in a new library. The needs most frequently expressed were:

- homework assistance for their children
- Spanish language magazines
- computer training classes
- novels and poetry in Spanish
- and auto repair manuals in English

b. Women's Club Informal Discussion

At this meeting, County staff heard from these service club members about their top uses of the old Fontana Library which include reading and listening to music. Members also talked about their top library concerns and their need for:

- more books
- a quiet place to read
- a larger facility
- children's programs
- literacy programs
- and a book club for adults

They also voiced expressed a need for computer training at several levels and training in how to use the Internet to find out about Medicare and other health insurance programs, senior travel programs, special events, and classes.

c. Rotary Club Informal Discussion

Key concerns mentioned at this meeting, attended by 21 club members, were:

- need meeting space
- a larger library
- a community place for the benefit of everyone
- activities for children
- volunteer opportunities for teens
- more computers
- and help with homework

d. Fontana Historical Society Informal Discussion

The focus of this discussion was the society's collection of historical books and records and its small historical building in the Civic Center area, which is to be redeveloped. The discussion confirmed the need to move the society's valuable collection to a permanent location in the new Library, as well as the need to re-locate the society's bungalow to another part of the City, alongside other historically-important buildings.

e. *Hispanic Chamber of Commerce Informal Discussion*

Hispanic business owners voiced their concerns and needs for library services as follows:

- the library needs to provide materials for self-guided General Education Degree (GED) study and test preparation, for themselves and their teenaged children
- after-school programs for children to improve their English reading and speaking skills
- and bilingual assistance to help limited-English speakers understand and comply with City business ordinances

5. FROM THE KEY INFORMANT INTERVIEWS

a. *Superintendent of the Fontana Unified School District (FUSD)*

Dr. Karen Harshman noted that she and the San Bernardino County Board of Education have consistently supported the City of Fontana in developing plans for a new central library. She mentioned that the District's student population – growing at the same explosive rate as the rest of the population in Fontana's northern neighborhoods – is adding 1,500 new students every year. This creates tremendous pressure on the District's already overtaxed infrastructure, with the school libraries barely satisfying the needs of students and faculty. The temporary Fontana Library averages 1,200-1,500 transactions per day, with weekends experiencing much higher activity. Peak times occur during finals week for the middle and high school students.

Dr. Harshman stated that the FUSD has committed itself to being an active partner in providing additional and expanded library services in Fontana. Kaiser High School in the southern Fontana houses the San Bernardino County joint-use school and public library. This facility has approximately the same usage and transaction numbers as at the temporary downtown Fontana Library.

b. *FUSD's Director of Media and Public Information*

Mike Bement is responsible for the District's library media programs. Bement made numerous practical and innovative suggestions, several of which were incorporated into the new Library plans. Bement said his suggestions were in response to the demands he had observed of the growing student population and also the community's need for literacy training, expanded computer technology and competence, additional Adult Education programs, and up-to-date curriculum materials for faculty. Bement noted that the projected population growth for the greater Fontana area will seriously impact current FUSD library facilities and services (and the temporary Fontana Library) within the next few years. Bement stated, "The young students entering our educational system today will be sharing one book with ten other students by the time they are seniors in high school….We must give these young minds every possibility, every tool to reach their goals to become an active member of society." He stressed that the School District is committed to working with the City and the County Library to create a facility that provides future generations of students the tools, knowledge, and initiative to be successful.

c. Rialto Unified School District's Assistant Superintendent and Other School District Administrators

The other school district staff interviewed provided insights into needs related to student curriculum, research and reference capabilities, technology access, reading comprehension, reading literacy, language skills, and homework assistance. Dr. Michael Brown, Assistant Superintendent at Rialto Unified School District stated that Rialto students (who have a similar profile to FUSD's students) need the technology resources and literacy services planned for the new Fontana Library. He noted that the new Library will provide services that no school in the School District could provide. "This facility will help solve a major literacy challenge that our small school district is faced with," he said.

The key messages from the other School District administrators interviewed were: We need a facility where our students can build their futures and get the technology education and access that will qualify them for careers. We also need to teach them language and comprehension skills, expand their knowledge to encompass world affairs and domestic issues, and instill in them the joy of reading fiction and classic literature.

d. Chaffey College's Dean of Business and Applied Technology

Ms. Christine Willis stated, "By the time high school seniors get to us, their study habits and educational foundation are established. We see many levels of bright young minds. We know that good homework skills, information research methodology, creative writing, and comprehension are the cornerstones of a student who will succeed. These skills are learned in middle and high school. Reading comprehension is the key to all learning." She noted that young adults are more comfortable using a PC than paper and pen, so a modern library with a strong technology section is critical to getting them into the library. She added: "Libraries are where you apply the learning skills of the classroom to seek out knowledge for answers. Any community that has a modern library will produce successful students. I know this. I see it everyday in our classrooms."

e. Fontana Library Staff

The staff on the front line had many suggestions for what is most needed at the new Fontana Library. They mentioned: add books and audio/visual materials; add computers including space to hold training classes; add online databases, hot links on the library's website, and software applications; provide a separate space for children's programs and a separate children's area away from the adult reading area; create a young adult area with high appeal to teens; provide adequate parking for staff and the public; increase staffing to better meet patrons' needs; ensure that all ADA requirements are met; provide meeting rooms for library meetings and community groups and events; provide adequate staff work areas; and add storage space.

f. Chair of the Latino Business Alliance

Ms. Linda Gonzales spoke about the needs for limited-English speaking children to improve their English skills. "Our children must learn to read and speak English to be successful. The Literacy Center in the new Fontana Library will help tremendously. Our school teachers are so overwhelmed that this additional facility and opportunity will help to narrow the learning gap that exists in our community. Until our children have the same

learning and comprehension skill as other children, they are at a distinct disadvantage in the community and in the career world….This new facility will act as a catalyst for them and provide the opportunities they need. We want this facility not for us, but for the future generations of Latinos and Hispanics."

III. Community Analysis

A. EXECUTIVE SUMMARY

The Fontana Library Planning Committee—which included County Library staff, City staff, City Council members, architects, and planning consultants—was responsible for planning and designing the new Fontana Library and Resource Technology Center. The committee solicited input from a wide range of City agencies, community organizations, and stakeholders that influenced the creation of the new Library.

Government Agencies

The Library Planning Committee identified the following as stakeholders in the process and asked for their participation in the planning process:

- Fontana Mayor
- City Council
- City Manager
- City Redevelopment and Special Projects Director
- City Planning Commission
- City Parks and Recreation Commission
- City Downtown Revitalization Task Force

Each of these individuals and groups played a significant role in the planning process, either acting as a public spokesperson and advocate for the project, providing a hearing forum for public input, or serving as a hands-on planner or project manager.

School Agencies

The five primary K-12 school districts within the City were involved in the library planning process. The three primary districts have 46,226 students. Of this number, 88% attend schools operated by the Fontana Unified School District (FUSD), the district most heavily involved in library planning. With one exception, all FUSD schools have libraries with inadequate staff and limited collections ranging from 5,000 to 11,000 volumes, including many old and worn books. The need for a new modern Library in Fontana is paramount, as school libraries have become overwhelmed by the tremendous growth in the student population. Without a new Library, the District believes that Fontana's children will not have access to the tools needed to enable them to compete successfully in school and later in life. The other school districts and Chaffey Community College also have inadequate libraries to meet their growing and increasingly diverse populations, while the vocational school for the disabled has special needs for library accommodations and services for its students.

Community Organizations

The following service clubs, senior citizens groups, and business organizations participated in the Community Needs Assessment:

- Fontana Rotary Club

- Fontana Lion's Club
- Fontana Women's Club
- Oldtimers Foundation
- Fontana Historical Society
- Fontana Area Chamber of Commerce
- Hispanic Chamber of Commerce
- Downtown Business Association

These organizations need meeting space as well as other workshops, information sessions, and programs.

Demographics

Fontana's population has nearly quadrupled over the past 20 years. A variety of factors explain this growth, including: the City's annexation of vast areas of unincorporated spheres of influence, the region's thriving economy, the city's proximity to abundant jobs, and the recent addition of housing in several price ranges. Now the third fastest growing city in California and ninth fastest growing in the country, Fontana is projected to reach 215,937 residents by 2020, representing a 67% increase over the 2000 population. A larger library with greatly expanded collections, resources, and services is needed.

Many of the newcomers are school-age children. Between the 1992/93 and 2000/01 school years, Fontana Unified saw a 27% increase in enrollment, compared to a 16% increase in California. This rapid growth in the city's K-12 population is placing serious strain on the school districts' infrastructure and capacity, which is expected to worsen in the next 20 years; the school population is expected to grow by 70%. The strain is evident in the District's student test scores, which are lower than the California average. Although scores in the three primary districts serving Fontana have recently improved, median test scores remain low. Schools with lower test scores possess a higher number of minority students, students from low-income families, and English learners, suggesting that these students need both English language support and general academic support, including tutoring and homework assistance.

According to U.S. Census data, most workers in Fontana commute to jobs 30 minutes or more from home and most earn relatively low wages, reflected in the lower than average household incomes. Since it is common for low-wage workers to hold more than one job and a large portion of those in Fontana are commuting to work, it appears that many parents may not be available to help children with their homework after school. This suggests that a large number of Fontana's students need a safe place to be in the afternoon and confirm their need for help doing homework and school assignments.

The majority of Fontana's newcomers are Hispanic families. Between 1990 and 2000, Fontana's Hispanic population grew 136% and now represents 58% of the population. The vast majority of the City's Hispanic population over 5 years old (80%) is bilingual in English and Spanish, while 20% of the Hispanics (11% of the general population) speak only Spanish or possess limited English skills. Fontana differs from California overall in its higher proportion of adult Hispanics who possess limited or no English. Combined, all of these facts suggest that there is significant need in Fontana for added library resources in Spanish, special programming of interest to Hispanics, as well as adult literacy training and tutoring and English skills support for students.

B.GOVERNMENT AGENCIES & THEIR KEY INDIVIDUALS

1. THE MAYOR AND THE CITY COUNCIL

The City of Fontana is governed by the five-member City Council, which is headed by Mayor Mark Nuaimi. An appointed city manager oversees City staff and administration. The City Council is composed of four members – Janice Rutherford, John Roberts, Josie Gonzales, and Acquanetta Warren – who are elected on a city-wide basis.

Since the earliest planning phases in 1991, the Council has unanimously supported the new Library project. The Council authorized a needs assessment process that included workshop survey meetings, private conversations, letters and phone calls, suggestion cards, and mail-in surveys that involved residents, community organizations, educators, and the business community. A more recent needs assessment process was completed in 2003. Every City Council member participated in public meetings for site selection, design input, and community presentations.

The Council approved the hiring of an architect and library planner to facilitate a process to gather community input and create conceptual designs and service plans. Because of this extensive groundwork, the City is ready to start construction immediately upon securing sufficient funds.

City leaders consider the new Fontana Library and Resource Technology Center one of the most important capital investments in the City. Critical to the revitalization of the downtown district, the new Library will serve as the cornerstone of the Civic Center expansion now underway.

2. THE CITY MANAGER

Fontana's City Manager and the various City department heads administer the day-to-day work of the City, following the policies set forth by the City Council.

City Manager Ken Hunt is responsible for project management for the new Library project and is deeply committed to its success. The City Manager and other key City employees have demonstrated their strong support for the new Library in numerous ways. They have volunteered their time to staff public information events about the library plans, participated as speakers in public forums, and held numerous meetings with business leaders and a wide range of community organizations regarding their needs and ideas for the new library.

3. CITY DEPARTMENTS

The City of Fontana's Redevelopment and Special Projects Director heads the public process for library design. The Project Director assists the City Manager with day-to-day project management responsibilities, information processing, and the general direction of the library planning process. He is the chief liaison with the San Bernardino County Librarian, the Fontana Unified School District, the architectural team, and the library planning consultants.

Regular reports on the Library Project are presented to the City Council, Planning Commission, and Design Advisory Board by the Project Director.

The Planning Department has worked hand-in-glove with the architects in guiding the library through the planning process, environmental documents and permits. The Engineering Department has worked with the consulting engineers to coordinate all infrastructure and utility work.

The Information Technology (IT) Department will be relocated to the new Fontana Library building as a multipurpose use. The advantage to this relationship is that IT Staff will augment and support Library staff in computer training programs and provide maintenance of and instruction on the 197 public use computers for Internet access, 47 staff computers, electronic databases, on-line catalog, software applications, and links to Internet resources. There will also be 25 Spanish language computers, and many computers equipped with CD and DVD viewing Internet video and audio chips. The IT Department area can also serve as a future Library expansion area, if needed.

4. PLANNING COMMISSION

The City of Fontana Planning Commission is comprised of residents who are appointed by the City Council. The Commission's responsibility is to listen to the citizens of Fontana on a wide range of planning issues and work together to resolve them equitably and in compliance with the City's General Plan. The Commission holds at least one meeting a month at City Hall. Additional meetings are held to discuss specific issues.

During the past two and a half years, the Commission held six meetings throughout the Fontana Library service area to collect community input. The Commission heard the following:

- Technology systems should play an important role in the new library for all community members;
- The business community cares most about access to information by computer and the Internet;
- Students and teachers require separate areas for work, study, and tutoring, as well as remote access to library information around the clock; and
- Literacy programs are needed to serve the low-literacy segment of the Hispanic community.

5. PARKS AND RECREATION COMMISSION

The Parks and Recreation Commission is comprised of Fontana residents who work in concert with the City Council. The job of a Commission member is to listen to community needs and to create sound plans for new parks and recreational projects, including community facilities such as library buildings.

At several Commission meetings during 2000 and 2001, the new Fontana Library was discussed. Community members presented their ideas to the Commission. Frequently cited needs were for technology access and research and reference materials. It was suggested that the new Library could be a resource for the Parks and Recreation Department's programs for adults and children.

6. DOWNTOWN REVITALIZATION TASK FORCE

The Downtown Revitalization Task Force, an arm of the City Government, is a group of residents, business owners, and community organizations committed to the revitalization of the historic downtown district in Fontana. Chaired by Councilwoman Josie Gonzales (who also chairs the Redevelopment Commission), the Task Force includes representatives of the Downtown Business Association, the small businesses that will be the most directly impacted by the City's planned redevelopment of the downtown district.

Task Force members stated that a state-of-the-art library facility in the heart of downtown Fontana will rejuvenate the area and help Fontana's low-performing schools and students have access to knowledge and library services that only newer areas of the county now enjoy.

C. PUBLIC AND PRIVATE SCHOOLS TO BE SERVED

1. OVERVIEW

Within its sphere of influence, the City of Fontana has five comprehensive K-12 school districts, an additional high school district, and a community college district. Some districts, including FUSD, also offer Adult Education and General Education Degree (GED) programs. Additionally, a private vocational school for the mentally and physically handicapped is located in Fontana.

The five school districts inside City of Fontana limits are: 1) Fontana Unified School District (FUSD), 2) Colton Joint Unified School District (CJUSD), 3) Etiwanda School District (ESD) 4) Rialto Unified School District, and 5) Cucamonga School District. However, within the City of Fontana borders, schools do not currently exist in the Cucamonga and Rialto school districts, although a small number of Fontana children attend schools in those districts. Of the 46,226 total students in three primary school districts, 88% are served by the Fontana Unified School District.

2. FONTANA UNIFIED SCHOOL DISTRICT (FUSD)

The major school district in Fontana is the Fontana Unified School District, which is the primary joint use partner of the new Fontana Library. As mentioned above, FUSD students comprise 88% of the City's student population.

There are 40,168 K-12 students being educated in the Fontana Unified School District. FUSD has been growing rapidly, with approximately two new schools opening each year. Currently, the School District operates a total of 37 schools, including 25 elementary schools, 7 middle schools and 5 high schools.

All Fontana elementary, middle, and high schools have libraries. These libraries have limited collections, which range in size from 5,000 to 11,000 volumes, many of which are old and worn books. These libraries are short-staffed and their collections do not reflect the wide range of student reading ability. They also lack multiple copies of popular books, as well as adequate non-fiction, reference, and research materials and a sufficient number of computers with Internet access. In particular, the Fontana Middle

School only a small, outdated library in a converted classroom but will be only four blocks away from the proposed site of the new Fontana Library.

The exception to this situation is the Kaiser Branch Library at Kaiser High School, which has been noted as a model co-located County Library. Kaiser Library is located in southern Fontana in the Southridge area, and unlike other school libraries, is open after school and weekend hours. It has a total collection of 37,337 items. Even so, Kaiser Library is a small, neighborhood-serving 5,500 square foot facility. It is operating at maximum capacity. The Southridge community utilizes this facility for many family events, forums, seminars, literacy classes, adult education, and Planning Commission meetings. There are also several cooperative programs with other Districts' elementary schools in the immediate area.

From the vantage point of FUSD, the need for a new modern library in Fontana is paramount. Currently, the Fontana Library operates out of a temporary, leased facility, which is out-of-date, too small, and unable to meet the needs of the City's current and growing population. Without a new Library, the District believes that Fontana's children will not have access to the tools needed to enable them to compete successfully in school and later in life. The planned Fontana Library Resource Technology Center would be an invaluable asset to the FUSD, as its school libraries have become overwhelmed by the tremendous growth in the student population over the past decade.

3. ETIWANDA SCHOOL DISTRICT (ESD)

The Etiwanda School District has five schools within Fontana city limits, including four elementary schools and one middle school. ESD serves 4,062 students who live in the northwest corner of Fontana. These students represent 9% of the total Fontana student population. ESD schools are in a rapidly growing area of Fontana. There is no County branch library in the Etiwanda Township, and a small high school library with a limited collection doubles as a public library. A new modern library in Fontana would greatly enhance the educational opportunities for this District's students. Access to the new Library would not be a great hardship due to the fact that there is direct bus service along two east/west main streets.

4. COLTON JOINT UNIFIED SCHOOL DISTRICT (CJUSD)

Colton Joint Unified School District has three elementary schools within Fontana city limits, serving 1,996 students who live in the south and southeast areas of Fontana. These students represents 4% of the total Fontana student population. The City of Colton was the first city in the Inland Empire and has a rich history. District students are largely Hispanic, with some minority Anglo whites and a growing Pacific Islander population. Due to rapid population growth, the Library needs of the District's students are pressing and include access to increased reference and research materials, greater technology resources, and reading comprehension assistance.

5. RIALTO UNIFIED SCHOOL DISTRICT AND CUCAMONGA SCHOOL DISTRICT

Both the Rialto and Cucamonga School Districts do not have schools located within the City of Fontana. However, the Districts do serve a small number of Fontana residents (several hundred), and their District boundaries overlap within City limits.

The Rialto Unified School District serves students living in the northeast section of Fontana. Rialto is an older community, which traces its roots to the citrus industry and the railroads that shipped fruit to faraway markets. Today, the City of Rialto is enjoying an influx of young families, many of whom are Hispanic and some of whom have low literacy levels. The School District is challenged with meeting the students' literacy needs and will benefit from the resources and services planned for the new Fontana Library to increase literacy rates for students and parents.

The Cucamonga School District is located at the extreme west end of the Fontana service area. This area is not served by any County library. The new Fontana Library will greatly enhance the services to those students in that District. Their school libraries are relatively small and are oriented more toward school lesson plans and projects.

6. CHAFFEY UNION HIGH SCHOOL DISTRICT

The Etiwanda High School campus is located adjacent to the northwest section of Fontana and has approximately 3,600 students. This is a high school with few resources. The Library Planning Committee met with the School Board and District administrators. The new Fontana Library will be the primary library service center for these students.

7. CHAFFEY COMMUNITY COLLEGE

Chaffey Community College has two campuses in Fontana. The main campus is located three blocks south of the downtown village area, just off Sierra Avenue. The college currently has an enrollment of over 1,200 students. Its library is a modest two-story building with basic library services and group reading and study areas. The second campus is immediately across the street from the new Library site. Discussions with Chaffey College staff have centered around the possibility of holding classes in the new Library's multimedia, technology-rich Public Meeting Rooms or Family Learning and Training Center.

8. COLE VOCATIONAL SERVICES

Cole Vocational Services provides vocational training and education in the evenings and on weekends to approximately 20 mentally and physically disabled students. Some of these children are Fontana residents and some travel from Rialto to use the Fontana Library. The Library needs of its students are accessible Library facilities and resources. In a meeting with the Library Planning Committee, Cole representatives said they were primarily concerned that the Library comply with the Americans With Disabilities Act and provide accommodations for their special needs students, including: computers with large type, wheelchair access, ramps, and elevators.

D. COMMUNITY ORGANIZATIONS AND THEIR SERVICE NEEDS

Fontana is blessed with some of the most active and charitable community organizations in the Inland Empire. These organizations operate and raise funds for programs for youth, veterans, and seniors and organize community festivals and other events. One of the biggest challenges these groups face is securing adequate space for their meetings and events in Fontana. Another need of these groups as a whole is learning how to make the best use of library resources.

Community groups currently use the City Hall building for meetings, as well as the adjacent Chamber of Commerce building and the hall at Fontana Community Church. Approximately 45 organizations in the greater Fontana area will benefit from the new Fontana Library's expanded capacity for public meeting spaces.

1. SERVICE ORGANIZATIONS

a. Rotary Club

The Rotary Club is a world organization dedicated to youth programs. The Fontana Rotary Club is the oldest community service organization in Fontana and has 52 members. Like in so many service organizations, Fontana Rotary membership is composed of civic and community leaders, including City Council members, whose goal is to enhance the opportunities available to the community's young people. Members view the new Fontana Library as a way to help the young people of Fontana succeed and thus make the community strong.

b. Lions Club

The Fontana Lions Club has been an active member of this community for over 40 years. Most of its 40 members own businesses in Fontana. The service club's mission is to help the visually impaired of all ages. The Lions Club would like to see advanced technology that makes it easier for the visually impaired to read and gain access to information at the new Library.

c. Women's Club

The Women's Club of Fontana unites women for community service. The Club's current interest is supporting children and students. The Club's 59 members support a host of local children's services by activities such as donating books to children's libraries, giving scholarships to high school students, and making donations to local children's organizations. Mostly seniors, members of the Fontana Women's Club expressed their need to use the Library to read, listen to music, and catch up with each other's news.

d. The Oldtimers Foundation

The Oldtimers Foundation is the oldest seniors organization in Fontana. This nonprofit organization was founded originally for retired steel workers. It has since grown to become one of the largest seniors' support service organizations in the western United

States. The Oldtimers Foundation provides educational classes in nutrition, exercise, memory loss, financial planning and investing, computer basics, understanding health insurance, and various hobbies. Oldtimers want to use the Library for reading, using the Internet, borrowing videos of historical movies and documentaries, and attending programs that keep them current with domestic and world affairs.

e. Fontana Historical Society

The Fontana Historical Society was formed about 40 years ago to preserve Fontana's historical buildings and other cultural heritage. The society owns a small collection of historically valuable books and records, which for many years was housed in a bungalow in the Fontana Civic Center area. The society is concerned about the preservation of its collection and has agreed to permanently store its books and records in the new Fontana Library. It will also play a significant role in developing and offering programming in the new Library's history/genealogy room and public meeting spaces.

2. BUSINESS ORGANIZATIONS

a. Fontana Area Chamber of Commerce

The Fontana Area Chamber of Commerce represents small and large businesses in the greater Fontana area. Its mission is to promote and create networks that benefit the community's businesses. Every month, the Fontana Chamber holds workshops in English and Spanish to support its member businesses. These workshops cover topics such as business startup, employment law, contracts, use of the Internet, advertising, and marketing. Many independent businesses, small restaurants, landscaping companies, and cleaning services attend the popular workshops. Typical workshops are limited to 20 participants, due to limitations in space, computers, reference materials, and the Chamber building's hours of operation.

Additional space and equipment are needed to meet the high demand for Chamber workshops. The new Library's large and well-equipped meeting spaces will facilitate the expansion of Chamber workshops to accommodate this strong demand. In addition, Fontana's more than 3,800 small business owners are potential users of the new Library's expanded collection of business reference resources, Internet access, and new services.

b. Hispanic Chamber of Commerce

The Fontana Hispanic Chamber of Commerce has been dissolved and a new business leadership group is now being formed, as yet unnamed. The group wants to bring Hispanic business influence to the City's political and economic climate. When the Hispanic Chamber was still in existence, members expressed their Library service needs, which included materials and tutoring for improving English language skills, book and online resources for the business community in English and Spanish, bilingual reference services, and cultural programming. The downtown businesses will have easy access to the new Library, while others will enjoy expanded services and remote access to library services.

c. Downtown Business Association

Like the Chamber of Commerce, this group of Fontana business owners (concentrated in Fontana's downtown district) is interested in the vitality of the downtown area. The Downtown Business Association is a group of mostly Spanish-speaking owners of very small businesses that are located in the three-block area of downtown that is being revitalized.

According to Mike Moran, Chairman of the Fontana Downtown Business Association, downtown merchants want to see the area improve and know that a new Library would be good in many ways. It will not only bring more people downtown, but also provide much-needed business information and services that will be of great value to small business owners, especially research materials, online databases, and workshops for business owners.

E. DEMOGRAPHIC PROFILE

1. POPULATION - CURRENT AND TRENDS

a. Most Recent Population Statistics

The most recent 2003 California Department of Finance statistics show the Fontana population size as 145,800. However, no equivalent data sources were found comparing data for other cities across the nation, so the following 2002 figures are used in the demographic profile.

According to a July 2003 Census Bureau report, among cities with populations greater than 100,000, *Fontana is one of the ten fastest-growing cities in the United States.* Between April 1, 2000 and July 1, 2002, Fontana grew by 11.4%, adding 14,669 residents for a total of 143,607.

Rank	Place	July 1, 2002	April 1, 2000*	Numerical Change	Percentage Change
1	Gilbert, Ariz.	135,005	109,920	25,085	22.8
2	North Las Vegas, Nev.	135,902	115,488	20,414	17.7
3	Henderson, Nev.	206,153	175,750	30,403	17.3
4	Chandler, Ariz.	202,016	176,652	25,364	14.4
5	Peoria, Ariz.	123,239	108,685	14,554	13.4
6	Irvine, Calif.	162,122	143,072	19,050	13.3
7	Rancho Cucamonga, Calif.	143,711	127,743	15,968	12.5
8	Chula Vista, Calif.	193,919	173,566	20,353	11.7
9	**Fontana, Calif.**	**143,607**	**128,938**	**14,669**	**11.4**
10	Joliet, Ill.	118,423	106,334	12,089	11.4
Source: U.S. Census Bureau, Population Division					
*Population Estimate Base					

Table title: **10 Fastest-Growing Cities (100,000 or More Population) from April 1, 2000, to July 1, 2002**

The recent population surge is consistent with the significant growth that Fontana has experienced in both population and geographic area since its incorporation in 1952. Since then, Fontana has grown from an area of 4.9 square miles to an area that encompasses 36 square miles today – an increase of nearly 635%. This population and geographic growth expansion is expected to continue in the coming decades as areas in the City's sphere of influence in western Fontana are annexed and developed over time. While newer areas are developing, the older, built-out central portions of the City are also experiencing infill development and increasing population density at the City core. As the City continues to grow and expand, there will be significant numbers of new residents who will need increased library services and new and expanded library facilities.

2002 Population of Fontana Service Area compared with California and the Nation based on Census 2000 Benchmark	
Fontana	143,607
California	35,116,033
United States	288,368,698
Source: U.S. Census Bureau 2002 Population Estimates	

b. Population History and Projected Growth

Based on the Census Bureau's population estimate, 143,607 residents lived in Fontana in 2002. This represents a 250% increase over the 1980 population of 36,804.

Part of the population increase is due to the City's annexation of a total of 31 square miles since its incorporation as a small city of 4.9 square miles in 1952. Other factors contributing to the rapid population growth are: the strength of the regional economy of the Inland Empire, the addition of a significant amount of new housing for families at different income levels, and the influx of Hispanic families with children - many attracted by new housing and proximity to the region's ample jobs in steel plating and other manufacturing plants, transportation/distribution facilities, and the many retail centers.

Between 1990 and 2000, the Hispanic population in Fontana more than doubled, from 34% to 58% of the city's total population. In comparison, 32% of the state's population and 13% of the country's population are Hispanic. Another striking difference between Fontana and the rest of California is that nearly one-third of the city's residents are between the ages of 5 years and 19 years. In comparison, children and adolescents comprise only 22% of California's residents.

History of Population of Fontana			
Year	Population Fontana	Percent Increase	Source
1980	36,804		U.S. Census Bureau, County & City Data Book 2000
1990	87,535	138	U.S. Census Bureau, Census 1990 Summary File 1
2000	128,929	47	U.S. Census Bureau, Census 2000 Summary File 1

While the rate of population growth is predicted to slow over the next two decades, Fontana is expecting a 46% increase in the base population from 2000 to 2020, and a 70% increase is expected in school enrollment, in part due to increased family sizes of new residents and the increase in enrollment in schools near Fontana city limits that will be attended by Fontana K-12 residents. The school enrollment is projected to increase from 41,707 students to 70,900 students by 2020.

Population Projections for Fontana			
Year	2000	2020	% Increase
Population of Fontana	128,929	188,768	46
School Population	41,707	70,900	70

Sources: U.S. Census Bureau, Census 2000 Summary File 1; Southern California Association of Governments, 2001; California Dept. of Education, Ed-Data 2000-01; Fontana, Colton, and Etiwanda School Districts

The new Fontana Library's service area is projected to increase at a rate of 67% to 2020. The service area accounts for neighboring unincorporated areas that are liked to be annexed and rely upon Fontana's Library.

Population Projections for Fontana Library Service Area			
Year	2000	2020	% Increase
Population of Service Area	128,929	215,937	67

Source: Providence Associates' analysis of data from Southern California Association of Govts., 2001

County growth projections are also available from the state of California State Department of Finance, Demographic Research Unit. However, these projections have not been updated to include 2000 Census results and are based on the benchmark population in 1990, as revised for misreporting by the U.S. Census Bureau.

The base benchmark population was projected using assumptions that local age and race/ethnic fertility will merge toward state norms, life expectancy will follow national trends, and there will be an annual average net in-migration to California of 203,000 throughout the forecast period. These population projections show what can be reasonably expected if current trends continue until the year 2040.

Projections for Population Growth in San Bernardino County Based on 1990 Census Benchmark				
	Total Population	Percent change	Hispanic Population	Percent change
July 1, 1990	1,436,696	---	385,585	---
July 1, 2000	1,727,452	20.24	563,797	46.22
July 1, 2010	2,187,807	26.65	871,242	54.53
July 1, 2020	2,747,213	25.57	1,257,777	44.37

Source: State of California, Department of Finance, County Population Projections with Age, Sex and Race/Ethnic Detail

According to San Bernardino County projections, the rate of increase for the total population will be incrementally higher through 2010, after which point there is projected to be a reduced rate of increase in the population. However, based on the 1990 baseline figure, the County will experience an increase of 91% by 2020. Furthermore, as indicated by the County population projections, the rate of change in the Hispanic population is expected to be greater than the rate of change for the County population as a whole.

Consistent with these projections, there will be an increased in enrollment in K-12 schools and an increasing demand for library services by students. Based on an October 2003 report by the State of California Department of Finance, San Bernardino County is one of five Southern California counties that together contain over 56% of the state's total K-12 enrollment. From the 2003-2004 school year through the 2012-2013 school year, it is expected that school enrollment in San Bernardino County will increase at a rate higher than that of the state.

Projected California Public K-12 School Enrollment Comparison Between San Bernardino County And California By School Year				
School Year	San Bernardino County	Percent change	California	Percent change
2003-04	412,338	---	6,246,193	---
2004-05	419,639	1.77%	6,308,289	0.99%
2005-06	425,395	1.37%	6,366,838	0.93%
2006-07	430,866	1.29%	6,398,098	0.49%
2007-08	435,850	1.16%	6,418,118	0.31%
2008-09	439,609	0.86%	6,413,707	-0.07%
2009-10	443,333	0.85%	6,407,110	-0.10%
2010-2011	447,312	0.90%	6,405,580	-0.02%
2011-2012	451,475	0.93%	6,402,672	-0.05%
2012-2013	455,678	0.93%	6,404,609	0.03%

Source: State of California, Department of Finance, California Public K-12 Enrollment and High School Graduate Projections by County, 2003 Series, Sacramento, California, October 2003.

2. ETHNIC DIVERSITY

Of the 2000 Census population figure (128,929), 58% were Hispanic, compared to 32% in California and 13% in the nation. By race, 12% were African American, 4% were Asian, 45% were White, 1% were American Indian/Alaska Native, less than 1% were Native Hawaiian/Other Pacific Islander, 32% were some other race, and 5% were more than one race.

Compared to 1990 Census data, diversity in Fontana has increased across all races and ethnicities. In 1990, the Hispanic population in Fontana was 31,597 or 36% of the city's population. This represents a 136% increase in the Hispanic population between 1990 and 2000.

The increase of the Hispanic population is expected to continue at a rate of 12% per year from the 2000 Census figure, according to a 2001 projection by Claritas Incorporated. Based on State Department of Education demographic data, the Fontana Middle School adjacent to the library had a 74% Hispanic student population enrolled in the 2002-2003 school year. With Fontana's growing ethnic diversity and Hispanic population comes an increasing need for specialized library programming and materials that accommodate Spanish-speaking residents.

2000 Census: Race and Ethnicity for Fontana[1], California, and U.S.

Population	Fontana %	California %	United States %	Fontana	California	United States
White	45%	60%	75%	58,006	20,170,059	211,460,626
Black or African American	12%	7%	12%	15,255	2,263,882	34,658,190
American Indian and Alaska Native	1%	1%	1%	1,450	333,346	2,475,956
Asian	4%	11%	4%	5,618	3,697,513	10,242,998
Native Hawaiian and Other Pacific Islander	Less than 1%	Less than 1%	Less than 1%	427	116,961	398,835
Some other race	32%	17%	5%	41,185	5,682,241	15,359,073
Two or more races	5%	5%	2%	6,988	1,607,646	6,826,228
Total population[2]	**100%**	**100%**	**100%**	**128,929**	**33,871,648**	**281,421,906**
Hispanic	58%	32%	13%	74,424	10,966,556	35,305,818
Not Hispanic	42%	68%	87%	54,505	22,905,092	246,116,088

[1]This table does not include demographics for the unincorporated area of Fontana. Official data is not available for this area. [2] Total population percentages do not add up to 100% due to rounding of race percentages.
Source: Census 2000 Summary File 1, 100-Percent Data

Consistent with state demographics, 73% of Fontana's residents are native and 27% are foreign-born, of which 10% are naturalized citizens and 17% are not citizens. The large majority of Fontana's foreign-born population is from Latin America (84%), as compared to 56% in the State and 52% in the nation.

2000 Census: Native and Foreign-Born Population in Fontana, California, and U.S.						
Total Population	Fontana %	California %	U.S. %	Fontana	California	United States
Native; Born in state of residence	58%	50%	60%	74,680	17,019,097	168,729,388
Native; Born in other state in the United States	14%	22%	28%	17,719	7,614,623	78,057,078
Native; Born outside the United States	1%	1%	1%	1,285	373,673	3,527,551
Native	73%	74%	89%	93,684	25,007,393	250,314,017
Foreign born; Naturalized citizen	10%	10%	4%	12,337	3,473,266	12,542,626
Foreign born; Not a citizen	17%	16%	7%	22,153	5,390,989	18,565,263
Foreign born	27%	26%	11%	34,490	8,864,255	31,107,889
Total	100%	100%	100%	128,174	33,871,648	281,421,906

Source: Census 2000 Summary File 3

2000 Census: Place of Birth for the Foreign-Born Population in Fontana, California & U.S.						
Foreign-born population, Place of Birth:	Fontana %	California %	U.S.%	Fontana	California	U.S.
Europe	2%	8%	16%	648	696,578	4,915,557
Asia	12%	33%	26%	4,255	2,918,642	8,226,254
Africa	1%	1%	3%	373	113,255	881,300
Oceania	1%	1%	1%	197	67,131	168,046
Latin America	84%	56%	52%	28,820	4,926,803	16,086,974
Northern America	1%	2%	3%	197	141,779	829,442
Born at sea	0%	0%	0%	0	67	316
Foreign-born population: Total	100%	100%	100%	34,490	8,864,255	31,107,889

Source: Census 2000 Summary File 3

3. SCHOOL DEMOGRAPHICS

Five school districts are inside Fontana city limits: 1) Fontana Unified School District (FUSD), 2) Colton Joint Unified School District (CJUSD), 3) Etiwanda School District (ESD) 4) Rialto Unified School District, and 5) Cucamonga School District. However, within the City of Fontana borders, schools do not currently exist in the Cucamonga and Rialto School Districts, although a small number of Fontana residents attend schools in those districts.

Of the total students in Fontana, 88% are served by the Fontana Unified School District. In this District, enrollment trends since the 92/93 school year indicate substantial growth in the student population of Fontana, at a rate much greater than that of California. Over the ten-year period between the 92/93 and 00/01 school years, there was a 27% increase in enrollment in FUSD and a 16% increase in the State.

Furthermore, based on California Department of Education figures for public schools in Fontana, total enrollment for 2001-2002 was 43,839, and the total enrollment in 2002-2003 was 46,226, a 5.4% increase in one year (not including private schools).

Enrollment in Fontana Schools by District for the 2002-2003 School Year		
School District	Enrollment	%
Colton Joint Unified (CJUSD)	1,996	4%
Etiwanda Elementary (ESD)	4,062	9%
Fontana Unified (FUSD)	40,168	88%
Total	**46,226**	

Note: Total does not equal 100% due to rounding.
Source: California Dept. of Education, Ed-Data

Enrollment Trends for Fontana Unified									
	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01
Fontana Unified	29,392	29,764	30,174	30,979	32,175	33,332	34,339	35,644	37,244
Percent Change		1.30%	1.40%	2.70%	3.90%	3.60%	3%	3.80%	4.50%
All Unified	3,538,703	3,598,251	3,642,045	3,731,542	3,832,288	3,933,281	4,050,190	4,128,438	4,195,965
Percent Change		1.7%	1.2%	2.5%	2.7%	2.6%	3%	1.9%	1.6%
Statewide	5,195,777	5,267,277	5,341,025	5,467,224	5,612,965	5,727,303	5,844,111	5,951,612	6,050,895
Percent Change		1.40%	1.40%	2.40%	2.70%	2%	2%	1.80%	1.70%
Source: California Department of Education, Educational Demographics Unit - CBEDS									

In Fontana, the trend towards greater ethnic diversity is mirrored in the schools and creates a need for services to address the increased diversity of language and culture. According to California Department of Education data, an average of 35% of students were "English Learners" and 87% were minorities in the 2002-2003 school year. In the 2001-2002 school year, 36% of students were English learners and 87% were minorities. The largest ethnic group in Fontana schools is Hispanic.

In 29 of the 44 schools in the Fontana service area, the majority of the student population (greater than 50%) qualified for free meals, which indicates a high number of socio-economically disadvantaged students. In the Fontana Unified School District, 54% of students were socio-economically disadvantaged, according to the 2003-2003 API Growth Report for FUSD.

Fontana Unified Ethnic Trends

Year	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple & No response	Total
00/01	180	361	155	212	27,506	3,650	5,175	5	37,244
	0.50%	1.00%	0.40%	0.60%	73.90%	9.80%	13.90%	0.00%	100%
99/00	169	389	150	217	25,405	3,757	5,557	0	35,644
	0.50%	1.10%	0.40%	0.60%	71.30%	10.50%	15.60%	0.00%	100%
98/99	169	397	154	221	23,371	3,905	6,073	49	34,339
	0.50%	1.20%	0.40%	0.60%	68.10%	11.40%	17.70%	0.10%	100%
97/98	162	367	169	235	21,924	3,935	6,540	0	33,332
	0.50%	1.10%	0.50%	0.70%	65.80%	11.80%	19.60%	0.00%	100%
96/97	159	408	149	239	20,229	3,987	7,004	0	32,175
	0.50%	1.30%	0.50%	0.70%	62.90%	12.40%	21.80%	0.00%	100%
95/96	138	389	151	242	18,571	3,745	7,743	0	30,979
	0.40%	1.30%	0.50%	0.80%	59.90%	12.10%	25.00%	0.00%	100%
94/95	135	356	164	257	17,265	3,534	8,463	0	30,174
	0.40%	1.20%	0.50%	0.90%	57.20%	11.70%	28.00%	0.00%	100%
93/94	153	337	150	285	16,253	3,339	9,247	0	29,764
	0.50%	1.10%	0.50%	1.00%	54.60%	11.20%	31.10%	0.00%	100%
92/93	118	379	114	289	15,108	3,225	10,159	0	29,392
	0.40%	1.30%	0.40%	1.00%	51.40%	11.00%	34.60%	0.00%	100%
91/92	103	352	109	261	14,265	2,898	10,810	0	28,798
	0.40%	1.20%	0.40%	0.90%	49.50%	10.10%	37.50%	0.00%	100%
90/91	67	377	71	226	12,602	2,503	11,197	0	27,043
	0.20%	1.40%	0.30%	0.80%	46.60%	9.30%	41.40%	0.00%	100%
89/90	62	380	64	180	10,478	2,168	11,189	0	24,521
	0.30%	1.50%	0.30%	0.70%	42.70%	8.80%	45.60%	0.00%	100%
88/89	65	343	35	129	8,442	1,897	11,262	0	22,173
	0.30%	1.50%	0.20%	0.60%	38.10%	8.60%	50.80%	0.00%	100%
87/88	73	271	28	115	6,768	1,430	11,042	0	19,727
	0.40%	1.40%	0.10%	0.60%	34.30%	7.20%	56.00%	0.00%	100%
Source: California Department of Education, Educational Demographics Unit - CBEDS, The Language Census									

PERCENT OF STUDENTS BY MINORITY STATUS, FREE MEAL PROGRAM, AND ENGLISH LEARNERS

District	School	Grade Levels	02-03 Enroll -ment	02-03 Minority Student %	02-03 Free Meals %	01-02 Free Meals %	02-03 English Learners %
FUSD	Alder Middle	6 thru 8	1603	88.1	N/A	67.1	28.6
FUSD	Almeria Middle	6 thru 8	1724	89.4	N/A	62.9	30.6
FUSD	Birch High (Cont.)	9 thru 12	294	90.8	N/A	44.3	24.5
FUSD	Canyon Crest Elementary	K thru 5	683	87.6	N/A	62.6	31.3
ESD	Cecilia L. Solorio Elementary	K thru 5	661	72.2	N/A	28.9	5.9
FUSD	Chaparral Elementary	K thru 5	583	86.6	N/A	70.1	42.5
FUSD	Citrus Elementary	K thru 5	856	93.2	N/A	91.3	56.8
FUSD	Citrus High (Cont.)	9 thru 12	497	87.9	N/A	34.7	25.2
FUSD	Cypress Elementary	K thru 5	959	90.9	N/A	75.4	49.5
CJUSD	D'Arcy (Michael) Elementary	K thru 6	739	88.5	N/A	43.5	9.1
FUSD	Date Elementary	K thru 5	801	95.4	N/A	82.9	54.7
ESD	David W. Long Elementary	K thru 5	593	54.3	N/A	10.7	2.4
ESD	East Heritage Elementary	K thru 5	823	75.1	N/A	20.9	4
FUSD	Fontana High	9 thru 12	3855	85.3	N/A	49.1	27.3
FUSD	Fontana Middle	6 thru 8	1307	85.1	N/A	66.8	37.1
FUSD	Fontana Miller (A.B.) High	9 thru 12	3514	85.6	N/A	44.9	18.8
FUSD	Hemlock Elementary	K thru 5	462	80.5	N/A	62.5	24.5
ESD	Heritage Intermedia te School*	6 thru 8	1208	74.2	N/A	N/A	1.9
FUSD	Juniper Elementary	K thru 5	888	93	N/A	84.9	55
FUSD	Jurupa Hills Middle	6 thru 6	744	91.1	N/A	78.9	43.7
CJUSD	Jurupa Vista Elementary	K thru 6	761	90	N/A	39.5	14.7
FUSD	Kaiser (Henry J.) High	9 thru 12	2575	86.8	N/A	36.2	19.5
FUSD	Live Oak Elementary	K thru 5	958	96	N/A	79.7	61
FUSD	Locust Elementary	K thru 6	666	88.3	N/A	72.6	34.2
FUSD	Mango Elementary	K thru 6	738	94	N/A	79	34.8
FUSD	Maple Elementary	K thru 5	908	87.3	N/A	79.5	35.1

PERCENT OF STUDENTS BY MINORITY STATUS, FREE MEAL PROGRAM, AND ENGLISH LEARNERS

District	School	Grade Levels	02-03 Enroll-ment	02-03 Minority Student %	02-03 Free Meals %	01-02 Free Meals %	02-03 English Learners %
FUSD	North Tamarind Elementary	K thru 6	622	90.2	N/A	80.6	46.6
FUSD	Oak Park Elementary	K thru 5	763	85.8	N/A	56.1	34.2
FUSD	Oleander Elementary	K thru 5	889	93.1	N/A	83.3	49.2
FUSD	Palmetto Elementary	K thru 5	1043	79.7	N/A	68.7	40.4
FUSD	Poplar Elementary	K thru 5	815	92.3	N/A	84	53.4
FUSD	Primrose (Virginia) Elementary	K thru 5	820	91.3	N/A	81.1	37.6
FUSD	Randall Pepper Elementary	K thru 5	646	92.4	N/A	89.2	59.4
FUSD	Redwood Elementary	K thru 5	1138	91.7	N/A	87.9	53
FUSD	Sequoia Middle	7 thru 8	1375	92	N/A	66.3	38.5
FUSD	Shadow Hills Elementary	K thru 5	636	88.1	N/A	59.3	32.9
FUSD	Sierra Lakes Elementary *	K thru 5	514	88.9	N/A	N/A	37.5
FUSD	South Tamarind Elementary	K thru 5	836	85.8	N/A	77.7	43.5
FUSD	Southridge Middle	6 thru 8	1340	84.6	N/A	40.8	19.1
CJUSD	Sycamore Hills Elementary *	K thru 6	496	83.1	N/A	N/A	19
FUSD	Ted Porter Elementary *B15	K thru 5	640	93.1	N/A	N/A	48.1
FUSD	Tokay Elementary	K thru 5	1036	94.6	N/A	76	41.8
FUSD	Truman Harry S. Middle	6 thru 8	1281	88.9	N/A	66.3	37.2
ESD	West Heritage Elem	K-5	777	74.4	N/A	27.6	4.6
FUSD	West Randall Elementary	K thru 5	1159	95.9	N/A	87.2	61.2

4. API DATA

Academic achievement is a strong community value. The Fontana community, overall, is very conscious of education and its long-range value. The Fontana Unified School District, the largest school district serving Fontana, was one of eight school districts in the nation to win a national award for increasing academic achievement at a rate higher than its state average. The School District was chosen for the "Dispelling the Myth Award" by the Education Trust and was honored during a November 2003 event in Washington D.C.

Each of the three primary school districts serving Fontana had an increase in API scores between 2002 and 2003. For Fontana Unified, scores increased district-wide to 642 (API Growth) for 2003 from 595 (API Base) in 2002. In the Colton Joint Unified School District, scores district-wide increased from a base of 603 in 2002 to 639 in 2003. In the Etiwanda School District, scores increased from a base of 751 in 2002 to 772 in 2003.

Although API scores have increased, most are still low compared to statewide averages and the State goal. The median scores by school type for the state were: Elementary, 729; Middle, 685; and High, 668 for 2003. The California goal for school API scores is 800. As the chart below depicts, the statewide ranking for Fontana schools is also low on the scale between one and ten. Most Fontana schools rank in the lower half for achievement (ranking less than 5). Schools in each district that have lower API scores and lower statewide ranks also have a larger number of minority students, students from low income families, and English-language learners, suggesting that those students are disadvantaged.

The percentage of fully-credentialed teachers varies widely by school, from high 50 percentiles to the 90 percentiles. This suggests that teachers may also need support in improving their skills to support student achievement.

District	School	Grade Levels	02-03 Enroll-ment	01-02 Enroll ment	2003 Growth API	2002 Base API	02-03 % Full Teacher Creden.	01-02 % Full Teacher Creden.	02-03 Minority Student %	01-02 Minority Student%	02-03 Free Meals %	01-02 Free Meals %	02-03 English Learners %	01-02 English Learners %	2003 API State-wide Rank	2002 API State-wide Rank
FUSD	Alder Middle	6 thru 8	1603	1390	598	577	72.97	82.54	88.1	88.2	N/A	67.1	28.6	32.6	N/A	3
FUSD	Almeria Middle	6 thru 8	1724	1621	613	576	73.03	85.71	89.4	89.1	N/A	62.9	30.6	33.1	N/A	3
FUSD	Birch High (Cont.)	9 thru 12	294	289	419	N/A	85.71	92.86	90.8	87.9	N/A	44.3	24.5	24.9	N/A	N/A
FUSD	Canyon Crest Elementary	K thru 5	683	742	729	687	91.67	91.67	87.6	86.7	N/A	62.6	31.3	27.4	N/A	5
ESD	Cecilia L. Solorio Elementary	K thru 5	661	629	732	718	84.38	78.57	72.2	71.5	N/A	28.9	5.9	4.1	N/A	6
FUSD	Chaparral Elementary	K thru 5	583	525	662	586	70	73.33	86.6	85.1	N/A	70.1	42.5	38.7	N/A	2
FUSD	Citrus Elementary	K thru 5	856	924	655	593	71.15	77.78	93.2	94.6	N/A	91.3	56.8	61.5	N/A	2
FUSD	Citrus High (Cont.)	9 thru 12	497	613	N/A	N/A	96.55	96	87.9	86.5	N/A	34.7	25.2	22	N/A	N/A
FUSD	Cypress Elementary	K thru 5	959	1005	617	590	85.11	91.49	90.9	89.5	N/A	75.4	49.5	50.8	N/A	2
CJUSD	D'Arcy (Michael) Elementary	K thru 6	739	895	765	713	88.57	75.61	88.5	86.6	N/A	43.5	9.1	9.6	N/A	6
FUSD	Date Elementary	K thru 5	801	756	688	634	65.96	79.49	95.4	96.2	N/A	82.9	54.7	58.5	N/A	3
ESD	David W. Long Elementary	K thru 5	593	829	801	789	89.29	78.95	54.3	49.4	N/A	10.7	2.4	1.9	N/A	8
ESD	East Heritage Elementary	K thru 5	823	848	778	743	92.11	97.3	75.1	74.1	N/A	20.9	4	3.5	N/A	7
FUSD	Fontana High	9 thru 12	3855	3499	587	563	78.57	84.71	85.3	84	N/A	49.1	27.3	29.5	N/A	3
FUSD	Fontana Middle	6 thru 8	1307	1238	580	577	62.9	58.82	85.1	83	N/A	66.8	37.1	36	N/A	3
FUSD	Fontana Miller (A.B.) High	9 thru 12	3514	3270	627	598	73.1	81.38	85.6	84	N/A	44.9	18.8	19.5	N/A	4
FUSD	Hemlock Elementary	K thru 5	462	687	706	636	69.44	88.57	80.5	82.8	N/A	62.5	24.5	29.3	N/A	3
ESD	Heritage Intermediate School*	6 thru 8	1208	N/A	716		84.31	N/A	74.2	N/A	N/A	N/A	1.9	N/A	N/A	N/A

District	School	Grade Levels	02-03 Enroll-ment	01-02 Enrollment	2003 Growth API	2002 Base API	02-03 % Full Teacher Creden.	01-02 % Full Teacher Creden.	02-03 Minority Student %	01-02 Minority Student%	02-03 Free Meals %	01-02 Free Meals %	02-03 English Learners %	01-02 English Learners %	2003 API State-wide Rank	2002 API State-wide Rank
FUSD	Juniper Elementary	K thru 5	888	880	616	596	68.52	78.05	93	90.1	N/A	84.9	55	44.9	N/A	2
FUSD	Jurupa Hills Middle	6 thru 6	744	760	650	594	69.44	66.67	91.1	91.2	N/A	78.9	43.7	41.6	N/A	2
CJUSD	Jurupa Vista Elementary	K thru 6	761	870	717	678	91.43	89.74	90	86.9	N/A	39.5	14.7	10.5	N/A	5
FUSD	Kaiser (Henry J.) High	9 thru 12	2575	2544	590	572	79.53	87.38	86.8	85.3	N/A	36.2	19.5	20.4	N/A	3
FUSD	Live Oak Elementary	K thru 5	958	961	627	608	59.68	67.39	96	94.7	N/A	79.7	61	61.5	N/A	3
FUSD	Locust Elementary	K thru 6	666	716	646	613	93.94	94.12	88.3	88.3	N/A	72.6	34.2	33.5	N/A	3
FUSD	Mango Elementary	K thru 6	738	939	697	652	80.56	85.37	94	92.4	N/A	79	34.8	35.8	N/A	4
FUSD	Maple Elementary	K thru 5	908	1086	653	595	67.86	79.17	87.3	86.7	N/A	79.5	35.1	36.7	N/A	2
FUSD	North Tamarind Elementary	K thru 6	622	775	618	559	82.35	89.19	90.2	89.2	N/A	80.6	46.6	43	N/A	1
FUSD	Oak Park Elementary	K thru 5	763	768	747	676	87.18	92.11	85.8	85	N/A	56.1	34.2	37	N/A	5
FUSD	Oleander Elementary	K thru 5	889	1098	614	587	63.79	76.92	93.1	94.1	N/A	83.3	49.2	53.6	N/A	2
FUSD	Palmetto Elementary	K thru 5	1043	1062	662	624	83.33	88.68	79.7	77.5	N/A	68.7	40.4	39.2	N/A	3
FUSD	Poplar Elementary	K thru 5	815	825	645	559	88.64	92.11	92.3	92.6	N/A	84	53.4	57.7	N/A	1
FUSD	Primrose (Virginia) Elementary	K thru 5	820	804	672	614	78	88.64	91.3	89.4	N/A	81.1	37.6	42.4	N/A	3
FUSD	Randall Pepper Elementary	K thru 5	646	725	653	597	82.35	86.84	92.4	92	N/A	89.2	59.4	60.1	N/A	2
FUSD	Redwood Elementary	K thru 5	1138	977	629	552	68.75	71.11	91.7	91	N/A	87.9	53	53.9	N/A	1
FUSD	Sequoia Middle	7 thru 8	1375	1338	614	596	59.7	67.27	92	89.8	N/A	66.3	38.5	37.6	N/A	3
FUSD	Shadow Hills Elementary	K thru 5	636	659	708	692	86.11	90.91	88.1	87.7	N/A	59.3	32.9	32.3	N/A	5

District	School	Grade Levels	02-03 Enroll-ment	01-02 Enroll ment	2003 Growth API	2002 Base API	02-03 % Full Teacher Creden.	01-02 % Full Teacher Creden.	02-03 Minority Student %	01-02 Minority Student%	02-03 Free Meals %	01-02 Free Meals %	02-03 English Learners %	01-02 English Learners %	2003 API State-wide Rank	2002 API State-wide Rank
FUSD	Sierra Lakes Elementary *	K thru 5	514	N/A	668	N/A	85.71	N/A	88.9	N/A	N/A	N/A	37.5	N/A	N/A	N/A
FUSD	South Tamarind Elementary	K thru 5	836	820	655	634	75.56	85.37	85.8	84.8	N/A	77.7	43.5	43.8	N/A	3
FUSD	Southridge Middle	6 thru 8	1340	1331	656	643	63.24	75.51	84.6	83.5	N/A	40.8	19.1	18.8	N/A	5
CJUSD	Sycamore Hills Elementary *	K thru 6	496	N/A	705	N/A	73.91	N/A	83.1	N/A	N/A	N/A	19	N/A	N/A	N/A
FUSD	Ted Porter Elementary *B15	K thru 5	640	N/A	549	N/A	93.55	N/A	93.1	N/A	N/A	N/A	48.1	N/A	N/A	N/A
FUSD	Tokay Elementary	K thru 5	1036	972	681	636	68.33	78.72	94.6	92	N/A	76	41.8	40.9	N/A	3
FUSD	Truman Harry S. Middle	6 thru 8	1281	1153	625	597	82.76	86	88.9	86.3	N/A	66.3	37.2	38.4	N/A	3
ESD	West Heritage Elem	K-5	777	838	742	711	97.20	92.1	74.4	76	N/A	27.6	4.6	4.7	N/A	6
FUSD	West Randall Elementary	K thru 5	1159	1178	627	588	68.57	77.19	95.9	95.1	N/A	87.2	61.2	61.9	N/A	2

Sources: California Department of Education, Ed-Data School Comparison Results, Fiscal Year 2002-03 - All schools in the city of Fontana.

*New School in 02-03
Total Enrollment 01-02: 43,839
Total Enrollment 02-03: 46,226

Enrollment increase from 01-02 to 02-03 school years: 5.4%

5. POVERTY RATE

In 1999, poverty rates increased for the City, State, and U.S., with Fontana experiencing the highest rate of 14.7% who had below-poverty income levels. In Fontana, 17.3% of the 1999 population of Hispanics (73,097) were below the poverty level. The 12,613 Hispanics in Fontana who were below the poverty level accounted for 67.5% of all individuals in Fontana who were below the poverty level (18,676), according to U.S. Census Data (Summary File 3). Furthermore, among individuals below the poverty level in Fontana (18,676), the poverty rate is higher for foreign-born persons (17%) than for natives (14%), according to the Census data.

POVERTY RATE (1999 Income level below poverty level) U.S. CENSUS			
Year	City of Fontana	California	U.S.
1989	11%	13%	13%
1999	14.7%	14.2%	12.4%

6. PER CAPITA INCOME

Per capita income for the City of Fontana remains lower than California and national figures, according to 1990 and 2000 Census Data.

According to the U.S. Census, between 1989 and 1999, per capita income increased 23%, which was much lower than the state increase of 38% and the nation's increase of 50%.

Per Capita Income, U.S. Census			
Year	City of Fontana	California	U.S.
1989	$11,585	$16,409	$14,420
1999	$14,208	$ 22,711	$ 21,587
% increase	23%	38%	50%

7. ADULT LITERACY RATES

The National Institute for Literacy Commissioned Study called "The State of Literacy in America" (copyright Portland State University, 1996). This study combines 1992 National Adult Literacy Survey Data with 1990 Census Data. Literacy rate is quantified based on four levels that determine student proficiencies in prose, document, and quantitative literacy. Level 1 is the lowest with Level 4 being the highest literacy.

In the City of Fontana, for the population age 16 and over, Level 1 Literacy was 23% of the population; Level 1 or 2 Literacy, 51% of the population; and the Mean Literacy Proficiency was 259. In comparison, in the entire State of California, literacy levels were slightly higher. Level 1 Literacy was 24% of the population; Level 1 or 2 Literacy, 46% of the population; and Mean Literacy Proficiency was 266. According to the National Adult

Literacy Survey (NALS) Report, on the national level, 23% of adults were in Level 1; 27% in Level 2; 32% in Level 3; 17% in Level 4; 3% in Level 5. Based on these figures, literacy in Fontana is comparable with state and national levels. Even so, that means that 51% of the population has Level 1 or 2 literacy skills.

While specific data regarding the literacy rates for children are not available, the tables under Section 3, API data, provide an indication of the language and learning abilities of K-12 students. In the Fontana schools, the most students are Hispanic, and a large majority are English learners.

8. UNEMPLOYMENT RATE

Fontana's unemployment rate declined from 9.5% in 1993 (exceeding the State and national levels) to 5.3% in 2003. This 2003 rate is lower than the statewide unemployment rate of 6.3% and the nationwide rate of 5.6%, showing that Fontana's recovery from a mid-1980's manufacturing decline is on a healthy upward trend.

UNEMPLOYMENT RATES (in labor force)			
Year	City of Fontana	California	U.S.
November 1993*	9.5%*	9.0%	6.6%
November 2003	5.3%	6.3%	5.6%

*1993 data for Fontana is based on the Annual Average.
Sources: U.S. Department of Labor Statistics & California State of
Employment Development Department, Labor Market Information Division

9. POPULATION BY AGE

According to the 2000 Census, the City of Fontana is younger as compared to the State and the nation, with a median age of 26.2 years compared 33.3 years (State) and 35.3 years (U.S.).

Median Age for Total Population			
Gender	Fontana	California	U.S.
Median age; Both sexes	26.2	33.3	35.3
Median age; Male	25.4	32.2	34
Median age; Female	27	34.4	36.5

Source: U.S. Census 2000, Summary File 1

The City of Fontana has a greater percentage of school-age children and youth at 38%, compared to 27% for the state and 26% for the country. The median age of Fontana also reflects the higher number of K-12 residents. Part of the reason behind the large percentage of children is the affordable housing prices in Fontana that attracts many younger families with children.

Population by Age 0-17 and 18+ for Fontana, California, and the U.S.						
Ages	Fontana	California	United States	Fontana	California	United States
0-17	38%	27%	26%	48,794	9,249,829	72,293,812
18+	62%	73%	74%	80,135	24,621,819	209,128,094
Totals	100%	100%	100%	128,929	33,871,648	281,421,906
Source: U.S. Census 2000, Summary File 1						

Fontana had a greater percentage of residents in all age categories under 40 when compared to the State and nation, with the largest percentage of the population being school-age children, five to nine years, when compared in five year increments.

Comparison of Population by Age, City, State, and U.S.						
AGE	Fontana %	California %	U.S. %	Fontana	California	U.S.
Under 5	10.3%	7.3%	6.8%	13,313	2,486,981	19,175,798
5 to 9 years	11.7%	8.0%	7.3%	15,045	2,725,880	20,549,505
10 to 14 years	10.5%	7.6%	7.3%	13,561	2,570,822	20,528,072
15 to 19 years	8.6%	7.2%	7.2%	11,052	2,450,888	20,219,890
20 to 24 years	7.1%	7.0%	6.7%	9,167	2,381,288	18,964,001
25 to 29 years	7.7%	7.5%	6.9%	9,950	2,543,541	19,381,336
30 to 34 years	8.6%	7.9%	7.3%	11,092	2,685,521	20,510,388
35 to 39 years	8.7%	8.3%	8.1%	11,194	2,814,743	22,706,664
40 to 44 years	7.4%	7.9%	8.0%	9,485	2,670,598	22,441,863
45 to 49 years	5.9%	6.9%	7.1%	7,598	2,331,792	20,092,404
50 to 54 years	4.2%	5.9%	6.2%	5,399	1,999,843	17,585,548
55 to 59 years	2.7%	4.3%	4.8%	3,514	1,467,252	13,469,237
60 to 64 years	1.9%	3.4%	3.8%	2,446	1,146,841	10,805,447
65 to 69 years	1.5%	2.9%	3.4%	1,918	984,535	9,533,545
70 to 74 years	1.3%	2.7%	3.1%	1,614	903,288	8,857,441
75 to 79 years	1.0%	2.3%	2.6%	1,230	779,347	7,415,813
80 to 84 years	0.6%	1.5%	1.8%	733	502,831	4,945,367
85 years and over	0.5%	1.3%	1.5%	618	425,657	4,239,587
Total Population	100.0%	100.0%	100.0%	128,929	33,871,648	281,421,906

Source: U.S. Census 2000 Summary File 1

10. INDUSTRIES AND OCCUPATIONS

The City of Fontana was the center for citrus, grapes, and livestock industries from the 1920s to the 1940s. In 1942, the economic focus shifted with the opening of the Kaiser Steel Mill, which was the largest employer in the city until 1984. The mill closure devastated the local economy so much so that in 1992 the City was close to bankruptcy. Then in 1994 things started to turn, around and by 1999, the economic fortunes of Fontana had made a 180-degree about face.

Fontana is becoming a very 'jobs rich' environment with approximately 3,800 businesses and major national distribution networks headquartered in the industrial centers. With Fontana's location next to major transportation routes including freeways, rail, ports, and

an international airport, the city's economy is supported by major distribution centers for over eight large companies. According to the 2000 Census, the top occupation categories are 1) sales and office; 2) production, transportation, and material moving; and 3) management, professional, and related occupations. Manufacturing, freight forwarding, medical care, and education are the major employers.

The diversity of the business mix plus the housing boom of the northern areas has allowed Fontana to dodge the recession bullet. The forecast for the future of Fontana looks very good in terms of residential and business growth. Kaiser Permanente Medical Care Services is planning a major investment in Fontana with the demand and expansion of services by the residents. The current business climate in Fontana is to attract professionals, corporate headquarters, and manufacturing. This base will give more stability to the community, reduce commuters, increase tax increment revenue, and help develop the Downtown Core Area.

2000 Census: Employed Civilian Populations 16 years and over by Occupations for Fontana, California, and the U.S.						
Occupations:	Fontana %	California %	U.S. %	Fontana	California	United States
Management; professional; and related occupations	21%	36%	34%	9,875	5,295,069	43,646,731
Service occupations (includes healthcare support)	14%	15%	15%	6,866	2,173,874	19,276,947
Sales and office occupations	28%	27%	27%	13,500	3,939,383	34,621,390
Farming; fishing; and forestry occupations	0%	1%	1%	155	196,695	951,810
Construction; extraction; and maintenance occupations	12%	8%	9%	5,590	1,239,160	12,256,138
Production; transportation; and material moving occupations	24%	13%	15%	11,466	1,874,747	18,968,496
Total	100%	100%	100%	47,452	14,718,928	129,721,512

Statistics prepared for the 1997 Economic Census (U.S. Census Bureau) showed that the largest number of establishments were in retail trade with 4,001 employees. The largest number of employees was in manufacturing with 111 establishments.

NAICS Industry Code	Industry Description	Number of Establish-ments	Number of Employees	Annual Payroll ($1,000)	Shipmts, Sales, Receipts ($1,000)
Statistics by Economic Sector based on the 1997 Economic Census for Fontana, CA (Population: 106,031 in 1997)					
NAICS INDUSTRIES					
31-33	Manufacturing	111	4,811	153,900	1,128,683
42	Wholesale trade	69	2,432	64,603	1,925,216
44-45	Retail trade	209	4,001	75,074	773,617
53	Real estate & rental & leasing	47	271	6,189	42,443
54	Professional, scientific, & technical services	20	66	1,183	3,809
56	Administrative & support & waste management & remediation serv	41	691	17,367	68,118
61	Educational services	7	22	189	642
62	Health care & social assistance	71	2,494	85,061	233,509
71	Arts, entertainment, & recreation	3	b	D	D
72	Accommodation & foodservices	119	1,530	13,465	55,762
81	Other services (except public administration)	103	578	12,607	37,223
MERCHANT WHOLESALERS					
42	Wholesale trade	59	g	D	D
MANUFACTURERS' SALES BRANCHES AND SALES OFFICES					
42	Wholesale trade	6	333	14,315	167,030
AGENTS, BROKERS, AND COMMISSION MERCHANTS					
42	Wholesale trade	4	f	D	D
Source: U.S. Bureau of the Census, 1997 Economic Census					
D: Withheld to avoid disclosing data of individual companies; data are included in higher level totals					
b: 20 - 99 employees					
f: 500 - 999 employees					
g: 1,000 - 2,499 employees					

11. MEDIAN HOUSEHOLD INCOME AND PROPERTY VALUE

According to an October 2003 report by the California Association of Realtors, the Inland Empire (the greater region that includes Fontana) is the second most affordable region in the State. In August 2003, 45% of households in the Inland Empire could afford to buy a median-priced home ($179,910).

According to DataQuick, a service that maintains median home sale prices by zip code, the median sale prices in November 2003 for Fontana's three zip codes ranged from $195,000 for zip code 92335 (older, central area of Fontana), $242,000 for zip code 92337 (north Fontana), and $284,000 for zip code 92336 (south Fontana). These prices show a 45-111% increase to the city-wide median housing value of $134,400 cited in the 1990 Census.

MEDIAN PROPERTY VALUE Owner Occupied Housing						
Year	City of Fontana	Zip Code: 92335	Zip Code: 92337	Zip Code: 92336	California	U.S.
1990	$134,400	n/a	n/a	n/a	$194,300	$78,500
2003	n/a	$195,000	$242,000	$284,000	$323,000	$167,800
Increase from City-wide Median or 1990 Data		45%	80%	111%	66%	113%

Source: 1990 Census, Summary File 3; Dataquick; National Association of Realtors

As compared to the rest of San Bernardino County, Fontana's older homes in central Fontana are slightly more affordable ($195,000 as compared to $197,000). The majority of Fontana's housing stock is located in this area. Fontana's new developments in the north and the south areas of the City sell for considerably more ($242,000 and $284,000).

	Single Family Residences
SAN BERNARDINO	Median Sales Price
San Bernardino County For last quarter of 2003	$197,000

Source: DataQuick

When comparing these median property values to median income, it appears that housing in Fontana has become more less affordable overall, because housing prices have increased at a faster rate than median household incomes. This is the same case throughout California and the U.S.

MEDIAN HOUSEHOLD INCOME U.S. CENSUS			
Year	City of Fontana	California	U.S.
1989	$35,558	$35,798	$30,056
1999	$45,782	$47,493	$41,994
% change	29%	25%	40%

12. POPULATION BY EDUCATION LEVEL

Census 2000 data shows that Fontana has a significantly larger proportion of residents over 18 with low education levels, as compared to California and the nation. About 35% have no high school diploma and, at the other end of the spectrum, only 9% have a bachelors, professional, or graduate degree. In contrast, only 23% of California's residents and 20% of the U.S. population over age 18 have no high school diploma, while 24% of Californians and 22% of U.S. residents have post-secondary degrees. Fontana has a lower percentage overall of individuals who receive higher education (bachelor and graduate level work). Overall, the City has a higher rate of individuals who do not graduate from high school and middle school, when compared to the State and nation.

2000 Census Sex by Age by Educational Attainment Fontana, California, and U.S.			
Population 18 years and over (Male and Female)			
By Education Level	Fontana	California	United States
Less than 9th grade	14.39%	10.90%	7.09%
9th to 12th grade; no diploma	20.14%	13.13%	13.24%
High school graduate (includes equivalency)	26.26%	21.07%	28.63%
Some college; no degree	24.50%	24.26%	22.76%
Associate Degree	5.86%	6.72%	6.02%
Bachelor Degree	6.32%	15.61%	14.47%
Graduate or Professional degree	2.53%	8.31%	7.79%

Source: 2000 Census, Summary File 3

13. ENGLISH-SPEAKING ABILITY

Among Fontana's Hispanic population, a large majority speak Spanish (77%), but a significant minority (23%) only speak English. Among the Hispanic population, 20% of the population does not speak English well or at all, compared to 25% in the state and 24% in the nation. *Compared to the City as a whole, Fontana residents who do not speak English well or not at all represent 11% of the total population and 20% of the Hispanic population.* Compared to the State and nation, Fontana has a greater percentage of non-English speakers over 18, and a larger percentage of older residents

who speak English poorly or not at all. *However, an important factor to note is that 62% of the Hispanic population either speaks English only or speaks English very well.*

While it appears that many Fontana residents have good to excellent English skills according to self-reported skill levels, *this data should be tempered with the fact that an average of 35% of students in Fontana schools were "English Learners," indicating that their English abilities were below grade level.*

2000 Census: Spanish and English-Speaking Ability Among the Total Hispanic Population Over 5 years

	Fontana Percent	California Percent	U.S. Percent	Fontana	California	U.S.
Speak Spanish; Speak English very well	39%	35%	38%	25,496	3,456,320	11,874,405
Speak Spanish; Speak English well	18%	18%	17%	11,790	1,727,452	5,323,330
Speak Spanish; Speak English not well	13%	15%	15%	8,351	1,510,684	4,675,560
Speak Spanish; Speak English not at all	7%	10%	9%	4,543	938,464	2,762,920
Speak Spanish	77%	78%	78%	50,180	7,632,920	24,636,215
Speak other language	less than 1%	less than 1%	1%	125	40,020	168,617
Speak only English	23%	22%	21%	14,618	2,119,947	6,764,744
Total	100%	100%	100%	64,923	9,792,887	31,569,576

Source: Census 2000 Summary File 3

Population 5 to 17 years who do not speak English well or not at all

Language	Fontana Percent	California Percent	U.S. Percent	Fontana	California	U.S.
Spanish Speakers	4%	5%	2%	1,475	326,301	1,037,962
Other Indo-European Speakers	0%	less than 1%	less than 1%	0	12,255	130,744
Asian and Pacific Island Language Speakers	less than 1%	1%	less than 1%	113	48,151	125,686
Other Language Speakers	less than 1%	less than 1 %	less than 1%	11	3,339	27,584
Total	N/A	N/A	N/A	35,874	6,766,444	53,096,003

Source: Census 2000 Summary File 3

Population 18 to 64 years who do not speak English well or not at all

Language	Fontana Percent	California Percent	U.S. Percent	Fontana	California	U.S.
Spanish Speakers	15%	10%	4%	10,696	2,014,875	6,217,254
Other Indo-European languages	less than 1%	less than 1%	less than 1%	79	102,280	806,755
Asian and Pacific Island languages	1%	2%	1%	439	435,358	1,131,557
Speak other languages	less than 1%	less than 1%	less than 1%	42	18,558	123,492
Total	N/A	N/A	N/A	73,638	21,063,391	174,300,177

Source: Census 2000 Summary File 3

Population 65 years and over who do not speak English well or not at all

Language	Fontana Percent	California Percent	U.S. Percent	Fontana	California	U.S.
Spanish Speakers	16%	5%	2%	943	170,327	676,632
Other Indo-European languages	less than 1%	less than 1%	2%	28	64,981	361,355
Asian and Pacific Island languages	3%	4%	1%	205	153,607	309,478
Speak other languages	less than 1%	less than 1%	less than 1%	8	6,878	38,352
Total	N/A	N/A	N/A	5,866	3,586,794	34,978,972

Source: Census 2000 Summary File 3

14. TRAVEL TIME TO WORK

According to the 2000 Census, 98% of Fontana's working population commuted to work, and only 2% worked at home. More than a third of workers living in Fontana (36%) commute to jobs less than 30 minutes from home; this means they work in the city itself, in surrounding San Bernardino County communities, or in nearby Los Angeles County. Twenty-seven percent commute 30 to 59 minutes and 20% commute to jobs 60 to 90 minutes from Fontana, meaning they work in more distant parts of San Bernardino County or surrounding counties. Only 3% take public transit to their jobs, likely due to the lack of frequent and reliable public transportation service in the region.

2000 Census Travel time to Work for Workers 16 and over who did not Work at Home for Fontana, California, and U.S.

Travel time to work	Fontana Percent	California Percent	U.S Percent	Fontana	California	United States
Less than 15 minutes	17%	25%	29%	7,653	3,535,409	36,486,316
15 to 29 minutes	36%	35%	36%	16,358	4,944,271	44,806,624
30 to 44 minutes	19%	21%	19%	8,647	2,920,187	23,703,903
45 to 59 minutes	8%	8%	7%	3,688	1,151,598	9,200,414
60 to 89 minutes	12%	7%	5%	5,360	933,123	6,461,905
90 or more minutes	8%	3%	3%	3,544	483,698	3,435,843
Total	100%	100%	100%	45,250	13,968,286	124,095,005

2000 Census Commuters Profile: Population that Commutes to Work and Commuters who take Public Transportation

Workers 16 and over:	Fontana%	California%	U.S.%	Fontana	California	United States
Workers who commute (did not work at home)	98%	95%	95%	45,250	13,968,286	124,095,005
Take Public Transportation	3%	5%	5%	1,138	736,037	6,067,703

IV. Community Characteristics

A. OVERVIEW OF THE CITY'S CHARACTERISTICS

Situated between Foothill Boulevard and the Santa Fe railroad line in the southwestern portion of San Bernardino Valley, the town of Fontana was officially founded by A.B. Miller in 1913. Fontana was a prime location for orchards, vineyards, and poultry houses, and the region was extremely successful. Between 1924 and 1926, Fontana's population doubled in size.

In 1942, Fontana was selected as the site for a steel mill. The City of Fontana was incorporated in 1952 and its economy, dominated by the steel industry, was booming. Kaiser Steel became the economic backbone of the City, up until the 1980's. In 1984, Fontana took a major downturn when Kaiser Steel closed its operations, and the character of the city was dramatically altered. Many of those who stayed sought work in other industries outside the city.

Today the City of Fontana is the fastest growing city in the Inland Empire, the third fastest growing city in California, and the ninth fastest in the nation. Situated 50 miles east of Los Angeles and 110 miles north of San Diego, its sphere of influence encompasses approximately 56 miles. According the California Department of Finance, the current 2003 population of Fontana is 145,800 residents. Fontana is comprised of mostly residential, low-to-middle income housing. The current downtown is a collection of small retail stores, fast food drive-ins, banks, pawn shops, and old office buildings.

Fontana's geographic proximity to the larger metropolitan area of Los Angeles where jobs are abundant, and the slower but rebounding City economy, contribute to making Fontana a suburban commuter community. The Library will be a key element in the revitalization of the downtown and in helping to cement North, Central and South Fontana together as a cohesive community.

The Civic Center serves as the governmental, geographic, and historic center of the City of Fontana. In a City where few of the public buildings have been renovated or updated since the 1960s, the revitalization of the Civic Center represents a milestone in the city's modern development. Civic centers, nationwide, are becoming the central nervous systems of pedestrian-friendly, commercially-active cities with revamped downtowns and accessible public transportation. As such, the Civic Center will be the optimum location for the new Fontana Library. The placement of the new Library in the heart of the Civic Center, in a position of complimentary prominence to the City Hall assures the Library outstanding visibility within the service area and downtown central business district.

More than a library that offers a wide range of collections, the new Fontana Library will also serve as a state-of-the-art Resource Technology Center. The new Fontana Library and Resource Technology Center will meet the urgent need for student services, literacy programs, research/reference materials, computer training, business and career development materials, meeting and programming areas, and an expanded collection to include materials suitable for the diverse population in and around the City of Fontana.

The City of Fontana is a diverse community of young families, seniors, students, middle-aged professionals, and other residents. The median age of Fontana residents is 26 years old. Fifty-eight percent of the population is Latino and Hispanic, compared with the average of 32% in California as a whole. Of Fontana Hispanics, 62% speak English only or very well. By race, 45% were White, 12% were African Americans, 4% Asian, 1% American Indian, less than 1% Pacific Islander, 32% some other race, and 5% more than one race.

The overall population of Fontana has increased 250% in the last 20 years, with the number of service area residents expected to rise by 46% to 188,768 by the year 2020. Fontana reflects the State's trend of increasing Latino and Hispanic representation statewide. Fontana is home to a growing student population. Nearly one-third of the population is under the age of 18. An increase in enrollment in K-12 schools will parallel an increasing demand for library services by this student population. The need to educate and provide services to this growing segment of the population is undeniable; acting upon these needs will benefit not only individual lives, but the entire community.

Fontana has three distinct neighborhoods. The Downtown core is the original town site for Fontana, where the Civic Center, the Metro Link station, the OminiTrans Transportation Center, and the historic shopping district are located. Older residents live near and around the downtown area. Some are descended from families of the original founders of Fontana; others moved in after the steel mill closed, but before the new housing construction began north and south of downtown. The Southridge Village in southern Fontana was the first modern residential development in Fontana; this neighborhood was begun in the early 1980's. The northern neighborhoods (which include the Village of Heritage, Landings, Summit Heights, and Sierra Lakes) are comprised of first-time and, more recently, move-up buyers – young families who are drawn to the area because of affordable housing. Most are college-educated professionals or business owners. The Library needs of these different socio-economic populations will need to be addressed in the new Fontana Library.

The Fontana Planning Department is proactive. At the outset of any residential or commercial development, City staff members meet with the concerned parties and map out a review process that considers all points of view. This relationship prevents potential problems between residents, merchants, and the City's General Plan guidelines. Often, the developer saves time and money, and new construction and redevelopment projects proceeds with minimum difficulty.

Parks and Recreation facilities and activities are high priorities in Fontana. Aquatic programs, concerts in the parks, educational programs and special events unite this diverse community and create a spirit of connectedness among its residents. The proposed Library will be a crucial asset that will enhance Fontana's sense of community while demonstrating the City's commitment to responding to the needs of its residents.

Fontana ranks fourth lowest in the crime index for the county. This distinction can be attributed to the national award-winning Community Policing Program, law enforcement involvement at the Middle and High Schools, neighborhood watch programs, bike patrols, and programs that deal with domestic violence and homeless persons. The Fontana Police Department is actively involved in the community and in supporting its youth.

B. OCCUPATIONS

The City of Fontana experienced an industrial boom when the Kaiser steel mill opened in the 1940's. Kaiser Steel employed over 8,000 workers. In order to keep pace with Fontana's rapidly growing population, residential development also flourished. But with the closing of the steel mill in 1984, jobs were lost and people could no longer afford housing. The character of this community changed. A number of residents left the City. Houses remained vacant and retail businesses and services declined. In the 1980's a new lower-income population moved in, taking advantage of the housing opportunities funded through programs of the U.S. Department of Housing and Urban Development (HUD).

Today, Fontana is becoming a very 'jobs rich' environment with approximately 3,800 businesses and major national distribution networks headquartered in the industrial centers. Fontana is located at the crossroads of major "goods movement transportation routes" such as Interstate Freeways I-10, I-15, and I-210; rail; ports; and an international airport. Fontana's economy is supported by railroad and trucking operations, a number of medium to heavy industrial facilities, and several warehouse/distribution centers. The plate steel and rolling mill plant acquired from Kaiser Steel by CSI (California Steel industries) employs a workforce of over 1,200. According to the 2000 Census, the top occupation categories are 1) sales and office; 2) production, transportation, and material moving; and 3) management, professional, and related occupations. Manufacturing, freight forwarding, medical care, and education are the major employers.

Many residents commute 30 minutes or more for service industry positions outside the City. It is not uncommon for lower-income residents to hold two jobs. As a result, school-aged children and teens are often home alone after school to do homework without any adult assistance or supervision. The role of the new Library in this community of commuting two-job parents is vital to the welfare of Fontana's youth.

C. EDUCATION

Academic achievement is a community value Fontana shares. The Fontana Unified School District has implemented many programs to reinforce the need to stay in school and "get an education". The Continuation High Schools exist for those students forced to work or re-enter school after dropping out. A strong focus on afterschool programs and increased teacher dedication have resulted in a rise in the 2002-2003 API test scores in each of the three primary school districts serving Fontana. The Fontana Unified School District, the largest school district serving Fontana, was one of eight school districts in the nation to win a national award for increasing academic achievement at a rate higher than its state average.

Although API scores have increased, most are still low compared to statewide averages. Most Fontana schools still rank in the lower half for achievement on API scores. Schools with lower API scores also have a larger number of minority students, students from low income families, and English-language learners, suggesting that those students need language labs and literacy programs at the new Library. An average of 35% of students in Fontana were classified as "English Learners" who needed additional language support. In general, the capacity of school-based programs are impacted due to lack of

facilities. Many students need homework centers with tutoring provided by volunteer faculty and staff, as well as literacy programs to increase their fluency. A new Library facility that can provide educational support, language labs, and enough space to accommodate the growing number of students is essential.

The Fontana Unified School District has programs that introduce computer technology in the elementary, middle and high schools. A technology center in the new Library would augment the tremendous demand by young students to use computer technology for research and reference. Focus group participants in the Needs Assessment emphasized the need for technology and information access, more computers, and Internet access. In this age of technology, it is imperative that the new Library provide the city's residents with opportunities to learn and use new technologies.

D. SCHOOL LIBRARIES

Fontana Unified School District serves 88% of all Fontana students. All 27 schools in the Fontana Unified have existing school libraries. However, these libraries have proved to be inadequate for the current demands placed on them by students and community residents. Some of these have collections as small as 5,000 books and as large as 11,000. These libraries are short-staffed and their collections do not reflect the wide range of student reading ability. They also lack multiple copies of popular books, as well as adequate non-fiction, reference, and research materials and a sufficient number of computers with Internet access. In particular, the Fontana Middle School only a small, outdated library in a converted classroom but will be only four blocks away from the proposed site of the new Fontana Library.

The exception to this situation is the Kaiser Branch Library at Kaiser High School, which has been noted as a model co-located County Library. Kaiser Library is located in southern Fontana in the Southridge area, and unlike other school libraries, is open afterschool and weekend hours. It has a total collection of 37,337 items. Even so, Kaiser Library is a small, neighborhood-serving 5,500 square foot facility. It is operating at maximum capacity. The Southridge community utilizes this facility for many family events, forums, seminars, literacy classes, adult education, and Planning Commission meetings. There are also several cooperative programs with other Districts' elementary schools in the immediate area.

A broad range of Library supporters recognize the urgent need for a new modern library in Fontana. The explosive growth of the City since the inception of the old Fontana Library in 1963 challenges the city's ability to provide the educational support that the community needs.

E. PLANNING AHEAD

As the City of Fontana enjoys the unprecedented growth of a hot housing market and the growing Inland Empire economy, the City Council and County Librarian have initiated a plan for a new County Library and Resource Technology Center in Fontana. Several factors were considered in the plan for the new Library, including: the ethnic diversity of the community, the growing number of residents in this geographic area, a necessity of computer technology education and facilities, the need for an collection ten times as

large as the current facility, the urgent need for homework space and tutorial sections, and for specific reading and program areas for the children and adults.

To address the current, inadequate library services situation (0.79 materials per capita and limited programming capacity), the County Library plans to construct a new co-located high school library at Summit High School by 2005. However, Fontana's library services will still fall far below recommended levels. A new main library is needed to adequately fulfill the needs of 145,800 service area residents, including 46,226 students. The new Fontana Library will contain a much larger collection to serve the needs of its population, and more space for homework centers, literacy centers, computer technology, quiet reading areas, tutoring areas, meeting rooms, and work areas. A larger capacity is needed for staff to manage and plan programs to enhance student achievement.

F. THE ROLE OF THE NEW LIBRARY

A state-of-the-art Fontana Library will provide a much-needed community resource which will aid in the City's ability to reinvent itself. The integration of library services, technology, and a common vision will give the City of Fontana a new identity – one that speaks to the value of preserving the past while embarking towards the future. It will enhance the morale of the city, contribute to revitalizing the downtown, and attract residents and visitors alike to the Civic Center area for informational resources and enjoyment. Both the needs of the new educated professionals and those in pursuit of basic English skills will be addressed by an updated and expanded library. An investment in the educational services and needs of Fontana residents underscores a commitment to the growth and potential of this City, which deserves to flourish. A new Fontana Library is a requisite piece of the road map that will define the City's future.

V. Analysis of Library Service Needs

A. EXECUTIVE SUMMARY OF SERVICE NEEDS

The City's rapidly-growing population (nearly quadrupling between 1980 and 2000), along with the resounding consensus from the Needs Assessment process, verify the need for a much larger library in Fontana, along with a significantly increased collection of books, computers, and materials to meet a wide spectrum of community needs.

According to the substantial community needs assessment research conducted by the City of Fontana, the San Bernardino County Library staff, and consultants, the community's strongest consensus needs are for:

- A larger library with more computers and Internet access,
- more books and other materials,
- more quiet areas,
- homework help for students,
- more literacy classes and tutoring, and
- computer classes and tutorials.

In addition, the recent rapid growth of the Spanish-speaking population in the City, as well as the surveys and focus groups conducted, confirmed the need for additional Spanish-language books, including Children's Spanish books, magazines, audio-visual materials, and computer software at the Library. The city's growing population and the documented popularity of the Library for research of all types affirmed the need for substantial increases in Library reference materials in multiple formats, as well as greater availability and access to the Internet and its immeasurable information resources. Also, the student survey and other focus groups indicated a high priority need for audiovisual materials such as music CDs and DVDs.

All of Fontana's diverse stakeholders—children, teens, adults, seniors, the disabled, and limited-English Spanish-speakers—however, cited the need for computer training and help in the Library, as well as the need for a greater number of computers with Internet access. This need reflects the ever-increasing importance of computers in our everyday, academic, and work lives, and the need for lifelong learning in technology applications.

The following were other important Library needs frequently cited by the community and its many stakeholder groups: • Materials and online databases for employment and career research; • Expanded reference materials and resources, including electronic and online resources, for school and business purposes; • More open hours, especially on Sunday; • More study rooms and quiet areas; • Additional parking facilities; • Better access for physically challenged patrons; • More programs/special areas for children and teens; • Space for meetings and community events; and • Expanded history and genealogy resources.

Summary of Plans to Address General Needs

In response to these needs, the Plan of Service for the new Fontana Library includes plans for: • a much larger collection of books, magazines, journals, reference materials,

electronic research resources, and audio/visual materials; • more computers and computer training classes; • more and faster Internet access; • more materials and computers in Spanish; • more large-print books; • literacy training and tutoring for students, parents, and families; • expanded programming in current affairs; • new spaces for meetings, events, and quiet study or reading; • designated areas for children and teenagers; • a history and genealogy room; • a Career Center and a Computer Center; • improved access to Library resources for the disabled and seniors with vision problems; • as well as more parking and expanded open hours.

Growth of the K-12 Population and Those with Limited English

According to 2000 U.S. Census data, youth under age 18 make up 38% of the Fontana population. In addition, the majority of Fontana's newcomers are Hispanic families with school-age children. The rapid addition of tens of thousands of young residents to the city has exploded the school population. This unprecedented growth in the city's K-12 population is seriously straining the school districts' infrastructure and capacity. The strain is not expected to decrease any time soon. Current projections are for the school population to reach 70,900 by 2020--a full 53% increase over the 2002 enrollment.

While specific data regarding the literacy rates for children are not available, API data for Fontana schools provide an indication of the language and learning abilities of K-12 students. In the Fontana schools, most students are Hispanic, and 35% are English learners. Moreover, 54% of students were socio-economically disadvantaged, according to the 2003-2003 API Growth Report for Fontana Unified School District (FUSD). Because student API test scores are lower than the state average and there are a significant number of English learners, there is a strong need for literacy programs and homework assistance.

An estimated 20% of the city's Hispanic population over 5 years old (over 15,000 residents or 11% of the general population) possesses limited or no English skills. Fontana's new arrivals—both children and adults--who have limited English abilities add significant demands for literacy training and tutoring.

Summary of Plans to Address K-12 Needs

As noted by Mike Bement, FUSD's Director of Media and Public Information, the Library needs to focus on Fontana's students. In response to the needs expressed by a growing population of students as well as the School District's need for curriculum assistance at the Library, the Library and School District will facilitate a number of programs that will support homeowrk assistance, literacy skills, computer skills, and internet research skills. In addition, the Library will implement reading programs, after school programs, informational literacy programs and will have computers equipped with online databases suitable for the FUSD student population and will have a Homework Center, Computer Center, and two Homework Clubs for children and teenagers.

B.CURRENT LIBRARY SITUATION

Presently, the Fontana Library has no permanent facility. In 1999, Fontana began a master development process for reconstructing its Civic Center area. The City approved a Master Plan in February 2000. In December of 2001, the San Bernardino County Public Library System completed a Master Plan of its 29 existing library facilities located throughout the County. The original Fontana Library building was vacated as part of the process for reconstructing the Civic Center area where it occupied a 13,058 square foot building. The Fontana Library now operates out of a temporary, leased facility two blocks from the Civic Center in the downtown area. The Library operates with a five year lease. The plans for the new Fontana Library propose to return it to the Civic Center as a cornerstone building.

The temporary facility, while slightly larger than the previous building at 20,000 square feet, is still extremely inadequate for a service area of 145,800. Currently there is 0.17 square feet of library space per capita. In comparison, the County Library Master Plan recommended a building of approximately 100,000 square feet to meet the needs of the service area. The temporary facility is one of the busiest branches countywide, averaging over 1,000 visitors and book transactions daily. This number rises significantly during the weekends and semester finals time.

Needs Assessment data that refers to the uses at the library or deficiencies of the library were in response to the old Fontana Library location. However, many of the comments are still applicable to the temporary library facility and its limited collections, seating, and services.

C.IN-DEPTH ANALYSIS OF LIBRARY SERVICE NEED

Based on the needs assessment research conducted by the City of Fontana and the San Bernardino County Library staff and consultants, this section provides an in-depth analysis of library service needs based on input of the community and its many stakeholder groups, as well as a careful review of the community's demographic profile. Furthermore, the analysis includes programming and services for the new Fontana Library that will address community needs.

1. SPACE AND FACILITY NEEDS

In surveys and focus groups, the old 1963 Fontana Library facility was considered inadequate by 85% of mail survey respondents, 82% of general survey respondents, 72% of the 1991 survey respondents, and 29% of online survey respondents. The issue of insufficient space was also mentioned in the informal discussions at the Women's Club and Rotary Club meetings. Moreover, today the Fontana population of 145,800 (2003 CA Dept. of Finance) has nearly quadrupled since 1980, which demonstrates the need to accommodate a larger population.

The majority of stakeholders indicated in surveys and focus groups that they would like more books, computers, and other resources, as well as designated rooms for community meetings, specialized research, and student services. These needed resources and services require a larger library.

Furthermore, the past rapid growth and projected continued growth for Fontana and its neighboring unincorporated areas have created the need for a larger library with more resources. The general population of Fontana is expected to reach 215,937 by 2020, representing a 48% increase over the 2003 population. Over the same period, the school population is estimated to reach 70,900, a 53% increase over the 2002 enrollment of 46,226.

To address library space and facility needs, the new Fontana Library will allow for the expansion of collections, technology, programming, and the public meeting areas for an increasing population. The facility will comply with all regulations of the Americans with Disabilities Act (ADA) to ensure equal access for the those with disabilities.

a. More Open Hours

Some of the surveys asked residents and the various stakeholder groups which days and hours they would most like to have the library open. Over 30% of the respondents to the general survey said they would like the library to be open on Sunday, as did 23% of the student survey respondents. This need will be met by new hours that include at least 55 hours of service per week at times convenient to patrons, including Sundays. With these new hours, the Fontana Library will be one of only three libraries in the County, and the only regional reference library, to be open on Sundays.

b. More Parking

Inadequate parking at the old Fontana Library (approximately 11 dedicated spaces) was mentioned in some of the focus groups and in the Library staff interviews. Sixty-five percent of respondents to the mailed survey said they would like to see a larger parking area, as did 38% of the general survey respondents. To respond to this need, the underground garage parking will provide the capacity for 155 parking spaces, and an additional 60 spaces will be available on the street level.

c. Community Space Needs

Libraries are public gathering places where community members of all ages can meet, gather, and spend time in a learning environment. The new Fontana Library will stimulate creativity, learning, and personal growth by creating spaces that enhance learning and idea exchange for all community members, with a focus on children and youth. In addition to space with programs operated by the Library and the Fontana Unified School District, the Friends of the Library will operate a bookstore and a café. The Mixed Adult Focus Group and 42% of 270 respondents to the Mail Survey suggested a bookstore, and the Young Adults Focus Group, specifically recommended the addition of an eating area. The bookstore and café will provide environments that inspire learning and connection in the community.

Many library users indicated the need for more community meeting space and educational programs. The Mixed Adults Focus Group, Young Adults Focus Group, Business Focus Group, Rotary Club members, and Library staff suggested space be created and designated for book reading groups, music, seminars, quiet study, homework assistance, children's games and story times, young adult group study, career and business research, genealogy research, and community events.

Several services and programs were designed to meet these needs, such as a Homework Center, Local History and Genealogy Room, Individual and Group Study areas, a Young Adult "cyber café" group study area with computers, a Young Adult Multimedia Center, and a Children's Library which includes a pre-school play area and a program area. In response to the needs of the community and School District, an Auditorium will serve students and the community by providing space for school programs, lectures, community performances, and large meetings. Separate meeting rooms will provide space for smaller community meetings and training programs. Currently, schools in Fontana do not have space adequate for large community gatherings, presentations, and performances.

2. LIBRARY COLLECTION NEEDS

The temporary library facility contains 77,353 volumes. When combined with the other service area collection (Kaiser Library), this yields an inadequate 0.79 items per capita. In comparison, the State average is 1.88 items per capita. It is clear that the temporary library facility's existing collection falls far short of being able to meet the needs of Fontana's 145,800 residents, as well as those of the community's 46,226 public school students.

a. General Collection Needs

The general need for a more broad-based collection of print materials was cited by 91% of respondents to the City's mailed survey of residents, by 80% of respondents to the 1991 library needs survey, by 52% of respondents to the library users and non-users (the 2001 "general" survey), by 45% of respondents to both the school personnel and online surveys, by 42% of respondents to the student survey, as well as by several of Fontana's diverse stakeholders who participated in the focus groups and key informant interviews.

b. Resource Types and Titles

In various needs assessment focus groups, the following types of books were mentioned as specific collections needs: academic texts and journals, biographies, children's books, English-language learning books, history and other non-fiction for homework assignments, large-print books for patrons with vision problems, and Spanish language books, especially novels and poetry. A library with fiction and nonfiction titles that coincide with school curriculum and reading assignments will meet the needs of the large student-age population. Resource types that will meet the community's needs include:

- *Reference Materials, Some Electronic:* Many library patrons conduct research, including 56% of 270 patrons in the mail survey and 23% of 900 patrons in the general survey. Mixed Adult Focus Group participants also said they research personal interests, and students said they research topics in history and other nonfiction materials. Community members wanted reference materials and electronic databases for student homework assignments, for business and career interests, for Spanish-language resources, and for up-to-date faculty curriculum materials.

As a designated regional reference library, the new Fontana Library will contain a collection of reference materials that will support the research services to the service area and the County system, with the addition of 7,767 volumes, a 115.4% increase over the temporary library. More electronic resources will also be selected and made available.

- *More Audio/Visual Materials:* Fifty percent of the respondents to the student survey indicated the new Fontana Library should provide more music CDs, while 35% said it should provide more videos. Participants in the Mixed Adults Focus Group and the Seniors Focus Groups indicated a need for more audio books, while participants at the Family Fun Night/Open House said the new Fontana Library should provide more videos. A 407% increase in the Audio/Visual materials will satisfy the needs of the community.

- *Large-Print Books*: Among the 57 participants in the two Seniors Focus Groups, most were concerned about the need for large-print books and books on tape, due to vision problems. According to 2000 Census data, 6,113 residents (5%) are 65 and over, some of who may be experiencing vision loss. To meet this need, and the need of other patrons with vision impairments, the library will provide adaptive technology products such as Clearview 317XL and Zoomtext to facilitate access for the seniors and the visually disabled. The Library will increase its large print collection by 227.3%.

- *More Magazines:* Attendees of the International Day Festival--the majority of whom were Hispanic—mentioned the need for popular Spanish-language magazines. This need was also expressed specifically by participants in the focus group of mentally and physically challenged individuals. Expanding the periodicals collection by 84.1% will meet this need.

- *Career & Businesses Reference Materials*: Focus groups cited the need for a career center that will help students plan their careers and to help adults conduct research that will support career and business growth or transition. Members of the Chamber of Commerce and Hispanic Chamber also cited a need for business information. A Career Center that provides an up-to-date collection of education, career and business reference and other materials in print and electronic formats will meet this need.

- *History & Genealogy Resources:* A few groups including the Fontana Historical Society, the Mixed Adults Focus Group, and Seniors Focus Groups would like a special room for local history and genealogy research, including more books to assist with research in these areas. The Library will meet this need with a designated room for local history and genealogy. The Fontana Historical Society will provide initial collection materials and assist in programming. The Library will be actively involved in borrowing and lending historical and genealogical resources with other local, regional, and national libraries and historical societies.

c. Children and Young Adults

While any public library should offer a range of books and other materials that meet the needs and interests of people of all ages, the new Fontana Library collection should

focus on the needs of children and young adults. The largest percentage of the population, analyzed by five-year increments, is school-age children ages five to nine, according to the Census 2000. Furthermore, 38% of the City's population is children up to age 17. In comparison, this same age group comprises 27% of California's residents. Consistent with the huge increase in the school-age population over the past decade came a 27% rise in K-12 enrollment within the Fontana Unified School District (FUSD), the primary school district in Fontana.

d. Spanish Speaking Individuals and Limited English Individuals

In addition to meeting the needs of a rapidly-growing community, the temporary library facility does not have enough materials for its Spanish-speaking population. According to recent Census data, Hispanics comprise 58% of the population. However, among those, 23% only speak English and 39% speak English very well. Only twenty percent of Hispanics are monolingual or do not speak English well, which is 11% of the total City population. While many English-fluent Hispanics enjoy reading Spanish language materials, the new Fontana Library will focus on providing materials for residents with limited or no English skills, who need Spanish-language materials in print, electronic, and audio-visual formats. Of the new Fontana Library book collection, 16.5% is dedicated to Spanish language materials.

3. TECHNOLOGY NEEDS

The computer has become an invaluable tool in academic, work, and everyday lives. Success in school, college, and careers is contingent upon at least minimal computer competence and, in many fields, superlative technology skills are required. For some people, though, the computer is an intimidating, mysterious machine.

During focus groups, many participants said more computers with Internet access are needed at the new Fontana Library for the purpose of education, research, and building computer and Internet skills. To meet the needs of the Hispanic community, 20% of whom speak Spanish and little or no English, 25 computers will provide Spanish-language access.

The following are the major findings about technology needs identified during the Community Needs Assessment process:

a. More Computers

The Needs Assessment documented a resounding chorus of demand for more computers at the new Fontana Library, including 71% of the City's mail survey respondents, 50% of the school personnel survey respondents, 48% of the student survey respondents, 46% of the general survey respondents, 29% of the online survey respondents, as well as in following focus groups and interviews: seniors, Family Fun Night/Open House, Rotary Club, and library staff interviews.

To respond to this need, there will be a total of 205 computers in designated areas throughout the new Fontana Library, including the Family Training and Learning Center, OPAC areas, the Adaptive Technology Room, the Children's Library, Young Adult area, and numerous study and tutoring rooms.

b. Internet Access and Software

In several of the focus groups and interviews, respondents mentioned a need for more Internet access with content filters and more up-to-date software. The need for more Internet access was documented by: 33% of the general survey respondents; 32% of the student survey respondents; 52% percent of the school personnel survey respondents; and 50% of students surveyed who said more Internet was needed for the public.

To meet this need, every workstation will have Internet access with a high-speed connection, and all Internet access will be filtered for content that is inappropriate for children. Library and school district website learning and research modules will also be accessible from workstations using desktop links set-up to quickly link to the modules. All computers will be loaded with educational and standard office software.

c. Computer Training

Along with limited English skills, many of Fontana's adults and seniors are not yet computer-literate and therefore are unable to take advantage of the full spectrum of information resources at the library. The Spanish-speaking library user survey indicated that 45% of respondents came to the old Fontana Library seeking information about computers. Furthermore, focus groups revealed that seniors view the library as a familiar and comfortable learning environment, so the new Library should offer them introductory classes in computer use and the Internet and provide one-on-one assistance as needed.

Computer training was specifically requested by 14 out of the 15 focus groups and discussion groups. In addition, Mike Bement, Fontana's Unified School District Director of Media and Public Information, suggested that there was a specific need for computer training programs based on the demands he has observed of the growing student population.

Some of the particulars to the training that interviewees suggested were: one-on-one assistance in the library; computer training for use with homework help, career development, and literacy tutoring; Internet training for parents and caregivers; and training on how to evaluate Internet resources.

In response to the needs for adults to receive computer training, the library will offer training on basic computer skills in individual and group settings in the FTLC Computer Center and throughout the Library. Training sessions will also be offered to more advanced patrons to go beyond the basics to digital literacy competencies such as the critical evaluation of online content.

d. Computer Areas for Children and Young Adults

To address the community needs identified in surveys and focus groups and by demographics, computer services and training specifically tailored to school-age children are needed, along with appropriate spaces. Student resources in the Library was found to be a priority for many of the interviewees. There was an expressed need for a Computer Center so that designated computers could be available to students after school hours. Some expressed a technological need that would help them with their homework assignments by giving them access to quick links to augment their school work. Mike Bement, FUSD's Director of Media and Public Information, stressed the

importance of providing resources to supplement the school curriculum as school resources themselves may be scarce as the student population of Fontana grows.

To respond to these requirements, areas designated for children and youth will include computers loaded with customized software. The Family Training and Learning Center contains numerous computers and will enhance English learning and basic literacy skills. There are computers located in both children's and young adults' Homework Club areas and throughout the Children's Library and Young Adult area. Computers will contain software that supports grade-appropriate learning.

e. Online Databases

The Library staff indicated the need for more online databases in addition to the ones that the temporary library already offers. Databases for job and career searches, databases connected to the Fontana Unified School District curriculum, such as Grolier Online Resources or Big Chalk, and databases for popular reading were pointed out as a priority for the Library's community needs. Also, the Fontana Library staff as well as other groups such as the Business Community Focus Group indicated the need for research materials and resources online so that those resources could be accessed remotely.

f. Disabled Access

To meet the needs of disabled patrons, some computer terminals will have a separate area for access by patrons with physical disabilities, including specialized access to the terminal and keyboard, enhanced contrast, font size, and magnification for patrons with vision disabilities, and technologies for the hearing impaired.

4. SERVICE AND PROGRAMMING NEEDS

a. Children and Young Adults

As indicated by the growing student enrollment in Fontana public schools – a 214% increase from the 1980 enrollment of 14,729 to 46,226 in 2002 and a 5.4% increase from 2001 to 2002 alone – more programming is needed for K-12 students. While specific data regarding the literacy rates for children are not available, API data for Fontana schools provide an indication of the language and learning abilities of K-12 students. The vast majority of Fontana schools score in the lower half of API score rankings on a scale of 1 to 10 (less than 5). Thirty-five percent are designated English language learners. Because student API test scores are lower than the state average and there are a significant number of English learners, there is a strong need for literacy programs and homework assistance.

The need for personal assistance with homework, as well as additional library resources to help students complete assignments on their own, was one of the most frequently cited needs in the needs assessment. Of the City's mail survey respondents, 61% mentioned this need, along with 28% of the general survey respondents, 30% of the student surveys, 45% of the school personnel surveys. Ffity-three percent of the school staff surveyed said one-to-one tutoring to help students was needed. In several focus groups, a homework center or homework help was mentioned, as it was at the International Day Festival and Rotary Club informal discussion. Study rooms were a

commonly cited need including 59% in the Mail Survey, 38% in the General Survey, and 24% in the Student Survey.

Several groups, including the Mixed Adults Focus Group, Young Adult Focus Group, Family Fun Night Focus Groups, Women's Club members want space and programs designated for children, including a children's center with picture books, computers and training specifically for children, visual aids, and story times.

The Young Adults Focus Group participants said that the new Library needs a day care center separate from the children's room, where volunteers could baby-sit; more toys and games; displays of student projects (e.g., science projects); and children's story times. Participants expressed the need for more teen activities and children's programs. Library staff suggested that a separate space be provided for children's programs, located away from the adult reading area.

To respond to the many student and family learning needs identified during the community needs assessment, the Family Training and Learning Center will be a special learning environment for children, parents, and tutors and will house several programs and services. The Center will be joined to the main Library facility but will be independently accessible during early morning, evening, and weekend hours when the Library is closed. The Center will also operate with a joint-use agreement with the Fontana Unified School District. The Center will be divided into a series of centers that will serve specific learning purposes. Some Center activities will be operated in conjunction with the Fontana Unified School District.

The Family Learning and Training Center, a multigenerational resource, will contain the following to specifically benefit children and young adults:

- Homework Center with individual tutoring;

- Computer Center with learning software and access to research databases and the Internet;

- Career Center with up-to-date periodicals and books on trends in occupations and careers for teens;

- Literacy Center with a literacy computer lab and separate tutoring/study room;

- Computer training and Internet research training;

- Classes and individual instruction in finding, evaluating, and using information effectively;

- Community-Based English Tutoring (CBET) to help parents improve English skills so that they are in a position to provide homework assistance to their K-12 children;

- Parents-as-Teachers Program to enhance child development and school achievement through parent education in English and Spanish;

- 21st Century Community Learning Program to provide a popular after- school program to youth that includes enrichment activities in the arts, sciences, performances, and athletics;

Other community needs for children and youth will be met by programs, activities, and collections established inside the Library facility. These include the following:

- Children's Library and a Young Adult area, each with dedicated study areas and multimedia areas.

- Homework clubs, designated rooms for children and youth to engage in group homework study and assignments after school.

- The Literacy, Information, Technology, and Education (LITE) program will assist children up to five years and their parents and caregivers with reading, Internet use, workshops on parenting, health, and school readiness.

- Teachers will be able to take their classes to the Library for multimedia orientation visits, and Library staff will visit local schools to inform them about available Library resources.

- The local School District will conduct teacher training for required and voluntary in-services on a range of topics relating both to Library services as well as District-specific issues.

- In coordination with the School District, basic literacy services and activities will support K-12 students.

b. Adults and Seniors

ADULT EDUCATION AND LITERACY TUTORING

Another commonly mentioned necessity was the need for literacy classes and one-on-one tutoring. Fifty-four percent of the City's mail survey respondents said a literacy lab was needed; 43% of respondents to the school personnel survey said a literacy center was needed; and seeking information about the English language was the reason 35% of respondents to the Spanish-speaking library users survey came to the Library.

Classes and materials to help adults prepare for English as a Second Language tests was cited, along with daytime English classes, in the Mixed Adults Focus Group. Reading classes and reading help were mentioned in the focus groups with at-risk youths and business owners, while English improvement classes and tutoring were mentioned at the Family Fun Night/Open House focus groups. The School District representatives interviewed also said that there is a strong need for adult and student literacy training and assistance.

Moreover, community demographics indicate a need for specialized English language classes and tutoring for parents and other limited-English adults, since more adults have

limited English when compared to the younger population. As described in the section on Children and Youth, programs in the Family Training and Learning Center and in the main library facility will address the literacy and language learning needs of all ages in the community.

INFORMATION LITERACY

Classes and individual instruction will be available to assist library patrons in finding, evaluating, and using information effectively.

CURRENT AFFAIRS

Some library users would like book discussion groups and author appearances for adults and seniors that strengthen their understanding of current topics. This need was mentioned by the Mixed Adults Focus Group and Women's Club members. Furthermore, school administrators who served as Key Informants said that the new Library needs to expand the community's knowledge to encompass world affairs and domestic issues. In response, book clubs and special programs with author appearances will be developed.

LOCAL HISTORY AND GENEALOGY ROOM

A few groups including the Fontana Historical Society, the Mixed Adults Focus Group, and Seniors Focus Groups would like a special room for genealogy research, including more books to assist with research in these areas. In response, a designated room will provide resources and tools for patrons to research local history and genealogy. The Library will offer programs on local history, historic photographs, and genealogy that are guided by an informal committee of diverse community members.

PARENTING

Many of the needs for parents will be addressed through family-oriented reading activities. However, one area of services that benefit parents directly was mentioned by School District personnel, parenting workshops. Workshops on topics such as "Helping Your Child with Homework" or "Parenting the Adolescent" will be held in the Children's Library and Family Training and Learning Center.

c. Teachers

Teachers are a special segment of Fontana's population, and they have special needs at the library. The Community Needs Assessment process identified a need for the new Library to support school curriculum through the availability of resources—books, magazines, journals, and other materials—on topics covered in the classroom and in school assignments. Other teacher needs the new Library will support include providing space for teacher training activities that support children's education. An added convenience for teachers will be a book delivery service to bring designated books from the new Library to the schools upon request.

d. Business Owners and Jobseekers

Several stakeholders in the Community Needs Assessment mentioned a need for specialized materials and reference resources which are targeted to business owners

and jobseekers, both in print and electronic formats. Because business owners' schedules often conflict with Library open hours, the Library is committed to providing them with research services upon request via telephone, fax, or email. Requests were also made by Spanish-speaking business owners to have materials to understand City ordinances. Special efforts will be taken to ensure that this population acquires the resources and assistance needed to comply with local laws and succeed with their businesses.

e. People with Disabilities

In a needs assessment focus group, Fontana residents with physical and mental impairments discussed their needs for special adaptive technology to enable them to gain access to library resources. They also talked about their need, like other library users, for training and assistance in general computer use and how to make good use of the Internet and reference materials. The new Fontana Library will provide these technologies and services to this population.